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ABSTRACT

California Senate Bill (SB) 121 establishes that a strong transfer function is the responsibility of all three segments of higher education; the California Community Colleges (CCC), the University of California (UC), and the California State University (CSU), and that each segment must develop transfer agreement programs, discipline-based articulation agreements, transfer centers, and a transfer plan for implementation of provisions of the bill. This report reviews the latest transfer statistics in the state (including systemwide trends and institutional differences); summarizes efforts that have been undertaken to strengthen transfer; discusses planning for the future; and presents an outline of the community college transfer plan for implementation of SB 121. Summary transfer trends presented include the following: (1) out of every 10 CCC transfer students, seven transfer to CSU, and 4 out of every 12 CCC students identify transfer as a goal; (2) CCC transfer students perform, persist and graduate at a level comparable to students who began at CSU and UC; (3) 20% of UC graduates and 50% of CSU graduates are CCC transfers; and (4) between 1986 and 1990, CCC transfers to UC increased from 4,858 to 7,420, transfers to CSU increased from 27,767 to 29,370, and the overall proportion of minority student transfers increased. Appendixes provode a review of major provisions of SB 121; a detailed data report on trends in transfer statistics; a review of statewide efforts to improve transfer; and the CCC transfer plan. Components of the CCC plan include improving academic advising, increasing underrepresented student transfer, and increasing opportunities for transfer to private institutions. (PAA)

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Board of Governors
California Community Colleges
November 14-15, 1991

TRANSFER: A PLAN FOR THE FUTURE 7

A Report

Rita Cepeda

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Board of Governors
California Community Colleges
November 14-15, 1991

TRANSFER: A PLAN FOR THE FUTURE 7

A Report

Background

Assembly Bill 1725 (Chapter 973, Statutes of 1988) established as State policy that transfer is one of the primary missions of the California Community Colleges. Senate Bill 121 (Hart), which has recently been signed by the Governor, further establishes that a strong transfer function is the responsibility of the University of California and the California State University as well.

Contained within SB 121 is a provision that each of the three higher education segments must develop a transfer plan to implement the provisions of the bill. Over the past year, the segments have been meeting to ensure cooperation and coordination in the development of their respective plans and have agreed upon a statement of common principles for strengthening transfer. This *Plan* will be transmitted to the California Postsecondary Education Commission for subsequent submittal to the Legislature in compliance with legislative mandate.

Analysis

This agenda item reviews the latest transfer statistics including systemwide trends and institutional differences in transfer performance. The item summarizes efforts that have been undertaken to strengthen transfer and discusses what has been learned from these efforts to guide planning for the future.

A *California Community Colleges Transfer Plan* is outlined, which includes implementation of SB 121, building on existing successful efforts to improve transfer, and new strategies based on what has been learned these past six years.

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Transfer

A Plan for the Future

Background

One of the underlying principles of the *Master Plan of Higher Education* in California is accessibility to a baccalaureate education for the citizens of California. The transfer function of the Community Colleges is key to maintaining this access by providing the lower division coursework for a baccalaureate degree for those students who may be ineligible for admission to a four-year college or university from high school, or for those students who for financial or other reasons, elect to attend a Community College. Since over 75 percent of underrepresented ethnic minority high school graduates in California who pursue higher education attend Community Colleges, the transfer function is particularly crucial to maintaining access for underrepresented students to a baccalaureate degree.

During the past six years, strengthening the transfer function has been a priority of the Board of Governors. A number of intersegmental and segmental programs, policies, and activities have been initiated to improve transfer. Assembly Bill 1725 established as state policy that transfer is one of the primary missions of the Community Colleges; Senate Bill 121 further establishes that a strong transfer function is the responsibility of the University of California and the California State University as well. Included in SB 121 is the responsibility of the Community Colleges, UC and CSU to establish transfer agreement programs, discipline-based articulation agreements, and transfer centers. The bill further outlines priorities for enrollment planning and admission, and requires the segments to report regularly to the Legislature on the effectiveness of transfer. (See Appendix A.)

Also contained within SB 121 is a provision that the California Community Colleges, the University of California, and the California State University each develop a plan to implement the provisions of the bill. Over the past year, the segments have been meeting to ensure cooperation and coordination in the development of their respective plans and have agreed upon a statement of common principles for strengthening transfer. All three plans will be submitted to the California Postsecondary Education Commission (CPEC) in January 1992 in subsequent joint transmittal to the Legislature (see Appendix D).

The purpose of this agenda item is to present *The Transfer Plan* developed for the California Community Colleges. The item reviews the latest transfer statistics including systemwide trends and institutional differences in transfer performance. In addition, the item summarizes efforts undertaken to strengthen transfer and discusses the results of these efforts to guide planning for the future.

Trends in Transfer Statistics

The number of students transferring from the California Community Colleges to four-year institutions in and out of California during 1990-91 is estimated at just over 70,000. Out of every ten California Community College transfers, about seven transfer to the California State University, one transfers to the University of California, one to the California independent colleges and universities, and one to out of state institutions. Out of every twelve students at a California Community College, four identify transfer as a goal, three complete a transfer program, and two out of the three actually transfer.

California Community College transfer students perform, persist, and graduate at a level comparable to students who began at CSU and UC. Upper division grade point averages of Community College transfers are equal to or slightly better than those of juniors who began their work at a CSU campus. Community College students who transfer to UC and were eligible to attend UC out of high school do as well in upper division coursework as do students who started UC as freshman. Transfers to UC who were not originally eligible, receive an upper division grade point average that is 0.3 to 0.4 less than those who began at UC.

The magnitude of California's transfer program is apparent in the profile of UC and CSU bachelors' degree recipients. One-fifth of the UC graduates and one-half of the CSU graduates are California Community College transfers.

The number of students who have transferred from the Community Colleges to UC has fluctuated over the years. After a period of decline, the number of Community College transfers to UC has increased from 4,858 in Fall 1986 to 7,420 in Fall 1990; an increase of 52.8 percent. Similarly, the number of transfers to CSU has increased from 27,767 in Fall 1986 to 29,370 in 1990-91; an increase of 5.8 percent. (See Table 1.)

Table 1

Community College Transfers by Ethnicity and Segment

Fall 1986 and Fall 1990

FALL	ETHNICITY									TOTAL
	African-American	Caucasian	Hispanic	Asian	Filipino	Amer. Indian	Other	No Resp.	Non-Resident Aliens	
1986										
UC	168	3,005	431	591	86	40	100	216	221	4,858
CSU	1,403	17,857	2,697	2,651	546	332	547	1,146	588	27,767
TOTAL	**1,571**	**20,862**	**3,128**	**3,242**	**632**	**372**	**647**	**1,362**	**809**	**32,625**
1990										
UC	209	4,366	796	1,065	147	101	108	328	300	7,420
CSU	1,717	16,924	3,615	2,759	768	359	822	1,762	644	29,370
TOTAL	**1,926**	**21,290**	**4,411**	**3,824**	**915**	**460**	**930**	**2,090**	**944**	**36,790**
1986-1990										
Net Change	355	428	1,283	582	283	88	283	728	135	4,165
Change (%)	+22.6	+2.1	+41.0	+18.0	+44.7	+23.7	+43.8	+53.5	+16.8	+12.8

In addition to the overall increase in transfers in recent years, the number of underrepresented minority student transfers has also grown and their proportion of total transfers has also increased. However, absolute numbers of underrepresented minority transfers remains low. (See Table 1.)

The number of students transferring from individual California Community Colleges to UC and CSU differ substantially. For UC, most of the transfer activity is concentrated among a few Colleges (25 out of the 106 Community Colleges account for two-thirds of the UC transfers). In contrast to UC, transfer to CSU is more evenly distributed (36 Colleges account for two-thirds of CSU transfers).

Following is a generalized profile noting the characteristics of high transfer-rate Colleges in comparison with Colleges with low transfer rates. It is important to note that these observations result from composite generalizations and are not precise profiles of any one institution:

- High transfer-rate Colleges tend to enroll more full-time students and students under the age of 25 years. Of those students enrolled full-time, a larger proportion tend to be nonminority students.

- High transfer-rate Colleges transfer a greater percentage of underrepresented minorities than low transfer-rate Colleges.

- In low transfer-rate Colleges all ethnic groups, including whites, transfer at lower rates.

- High transfer-rate Colleges tend to be larger, located in suburban areas, and have established transfer centers.

The factors outlined above explain about one-half of the variation in transfer rates among individual Community Colleges. The remaining one-half of this variation in rates very likely is explained by other factors including the commitment of the Community College administration and faculty to transfer, and the priority given to transfer in the institution. This commitment is evident when a Community College has established transfer goals, where specific programs and policies are initiated to improve transfer, and where efforts are well coordinated throughout the institution. (Appendix B contains detailed information about trends in transfer statistics.)

Statewide Efforts to Improve Transfer

Although there are factors affecting transfer over which local Community Colleges have little control, such as the enrollment policies of the four-year colleges and certain demographic factors, there are other factors which the Colleges can impact. These factors include:

- The rigor of academic programs and the availability of coursework for transfer.
- The academic preparation of students.
- The articulation of coursework and programs with the secondary schools and the four-year colleges.
- The strength of academic advising programs.
- The availability of timely and accurate information about transfer including financial aid, admissions policies, etc.
- The centralization of transfer services.
- The ability to identify a transfer pool and track student progress toward transfer.
- The institutional research capability to assess transfer effectiveness.

Over the past six years, statewide and local programs, policies, and practices have been initiated to improve these aspects of transfer (see Appendix C). Some of these initiatives such as the transfer centers are programs that were established specifically for the improvement of transfer. Some of the other initiatives such as Matriculation and the revision of Academic Standards for Associate Degree Coursework were not undertaken specifically to improve transfer, but have had a significant impact on improving transfer.

Based on experience in implementing State programs and policies to improve transfer, the following findings emerge:

- *No one program or policy will significantly improve transfer in the Community Colleges; a comprehensive approach to improving transfer is needed.*

A comprehensive strategy for improving transfer which includes basic skills and transfer instruction, student services, targeted programs for underrepresented students, high school outreach, articulation, information systems, research and analysis, and enrollment planning is needed to improve transfer at the Community Colleges. Although new statewide programs and efforts have been initiated in all these aspects of transfer, implementation has occurred in varying degrees.

Future efforts to improve transfer should continue to expand this comprehensive multifaceted approach in all Colleges.

- *There are great variances in how effective Community Colleges are in implementing transfer programs and policies.*

Community Colleges that are most successful in implementing transfer programs and policies are those Colleges which already have a strong institutional commitment to transfer. At these Colleges, transfer is a priority for top level administration and the approach to providing transfer services and instruction is well coordinated. Unfortunately, the individual Community Colleges that need to improve transfer the most are generally the least effective in implementing these new programs and efforts.

Future statewide efforts to improve transfer should include special initiatives to assist those Community Colleges that are the least effective in transfer and are committed to improvement.

- *Current efforts to improve transfer are necessary but not sufficient to dramatically increase the number of underrepresented students who transfer.*

Those programs, policies, and practices that have been developed to strengthen transfer have resulted in an increase in the number of "traditional" students who transfer but have not been sufficient to significantly increase the number of underrepresented students who transfer.

There is a base of services, curriculum, and other efforts necessary to facilitate the transfer of all students. However, to dramatically increase the transfer of underrepresented students, two additional efforts need to be undertaken: strengthen transfer at those Colleges that have the highest number of underrepresented students but are transferring few students; and establish targeted efforts for underrepresented transfer students to provide the additional support that is needed to ensure that these students successfully transfer.

- *The most successful programs and efforts to improve transfer are those undertaken in conjunction with the four-year colleges.*

Community Colleges cannot improve transfer without a cooperative working relationship with the four-year colleges. Community Colleges need information and support from the four-year colleges and universities so that students wishing to transfer know what courses to complete and have correct information about admission and financial aid application procedures. Community College faculty need information about the coursework and level of preparation that is necessary for transfer. To assess institutional effectiveness, Community College institutional researchers need data from the four-year colleges on their former students. Outreach to high schools needs to be undertaken in conjunction with the four-year colleges to ensure a coordinated approach for increasing the number of underrepresented students who complete a baccalaureate degree.

Future efforts to improve transfer should continue to be undertaken in cooperation with the four-year colleges both at the statewide and local level.

- *Since there are no accepted statewide measures of accountability for transfer, it is difficult to assess how effective Community Colleges are in improving transfer.*

Although the California Postsecondary Education Commission (CPEC) provides annual reports on the number of Community College students who transfer, these reports contain partial data from the independent colleges and universities, and do not include information on out-of-state transfers. In addition, because of the way that transfer students are coded for admission to UC and CSU, some transfer students are not "credited" to the Community Colleges. For example, not all Community College students who later attend UC or CSU are labeled transfer students. The transfer designation may be reserved only for students who complete a certain number of units at the Community College before transferring.

Since transfer numbers are dependent on the enrollment policies and practices of the four-year colleges, they do not necessarily reflect how well the Community Colleges are preparing a qualified pool of transfer-ready students. In the current fiscal crisis, some four-year colleges are reducing the number of students admitted, and as a result transfer numbers may also decline. This does not necessarily mean however, that Community Colleges are less effective in preparing students for transfer, the function over which they have control. An accountability measure needs to be developed that will measure that aspect of transfer which the Community Colleges can control – that is, how effective the Community Colleges are in making students "transfer ready."

Also, there is no agreed upon transfer rate for the California Community Colleges. The transfer rate in California can range from less than five percent to more than 49 percent depending upon the formula used in the calculation. One of the major reasons why it has been difficult to reach an agreement on a transfer rate is the lack of consensus on what constitutes the transfer pool. Some groups want to narrowly define the transfer pool to include only those Community College students that state they intend to transfer and exhibit potential transfer behavior (such as the completion of a certain number of transferable units). Others want to more broadly define the transfer pool to include all those students that may have the potential to transfer and could benefit from special transfer services.

Another reason making it difficult to reach an agreement on a "transfer rate" is the different uses for a transfer rate. These include: accountability to the Legislature, the Department of Finance, and the Governor; a measure for a College to assess its effectiveness over time; and a way for UC and CSU to define target students, to develop appropriate outreach strategies, and to determine the length of time required for a student to transfer.

Agreed upon measures of transfer accountability need to be developed for the Community College system and intersegmentally, in order to measure transfer effectiveness over time.

Also, better information is needed about the transfer behavior of Community College students, for example, course-taking patterns, time to transfer, and transfer student characteristics, so that programs and strategies can be developed that best meet student needs. With the implementation of the statewide management information system, the Chancellor's Office will have the capability to do this kind of analysis.

California Community Colleges Transfer Plan

This past year, the *Community College Transfer Plan* was developed with the involvement and advice of faculty and staff in the Community Colleges and in consultation with the University of California and the California State University. Four regional Community College meetings were held and feedback was solicited about the efficacy of current transfer efforts and new strategies to improve transfer. In addition, representatives of the various educational segments met, shared planning materials, and discussed common direction and cooperative activities.

The Transfer Plan, as developed, does the following:

- Builds on existing successful efforts to improve transfer.
- Incorporates new strategies based on what has been learned over the past six years.
- Includes the development of a comprehensive model of transfer effectiveness which includes the sharing of data and information between the segments
- Includes implementation of the provisions in the State transfer bill, SB 121 (Hart).

Major Directions of the Plan

There are seven major new or expanded components which are addressed in the proposed *Transfer Plan* (see Appendix D). Funding for some of the proposed activities is being requested through the 1992-93 budget change proposal process. Other new activities which will be undertaken to implement SB 121 (Hart) are incorporated into the *Community College Transfer Plan*, which will be transmitted to the Legislature in January 1992. Implementation of *The Transfer Plan* is partly dependent on the success of the 1992-1993 BCPs and future budget proposals. A description of *The Plan's* components are enumerated below.

- *Strengthening the Academic Preparation of Students for College Level Work*

The majority of students who attend California Community Colleges need basic skills instruction prior to enrolling in college-level mathematics and English. This means that for most students, the time until transfer is extended since they must complete basic skills courses before enrolling in some of the transfer program courses.

There are two ways to ensure that students are academically prepared to complete a transfer curriculum: one is to offer the basic skills curriculum needed to prepare a student for transfer level coursework at the Community College, the other is to work more closely with middle schools and secondary schools to ensure better preparation of high school graduates who enroll in the Community Colleges.

The Plan focuses on increasing the preparation of secondary school students by continuing to participate in curriculum development efforts with secondary school teachers through the California Academic Partnership Program (CAPP), the Dwight D. Eisenhower Program, the Curriculum Consultants Project, and the Community College High School Performance Reports. *The Plan* also includes a comprehensive outreach program of tutoring, academic advising and other support services designed to keep students in school completing a college-bound program.

- *Strengthening the Transfer Curriculum*

A critical component of successful transfer is that students have access to the lower division and general education coursework that is needed for transfer, and that the content and rigor of the coursework is baccalaureate level and "meshes" or articulates with the content of the curriculum at the four-year colleges.

SB 121 requires that the Board of Governors guarantee that all California Community College students have access to courses that meet lower division baccalaureate degree requirements of UC and CSU. *The Plan* addresses this provision by including an assessment of the degree to which Colleges offer the curriculum needed for transfer, and develops a strategy to ensure that all the Community Colleges can meet this requirement.

To ensure that there is an agreement between the faculty at the Community Colleges and UC and CSU regarding the content and rigor of the transfer curriculum, *The Plan* includes the expansion of the Joint Faculty Projects. In addition, *The Plan* includes expanding this dialogue to include secondary school teachers through the development of 2 + 2 + 2 programs in academic subject areas.

- *Improving Academic Advisement*

Students need to know what coursework to complete at a Community College to transfer successfully and into an academic major of their choice. With the

implementation of matriculation, potential transfer students develop an academic plan for transfer, and students' progress in completing their academic plan is monitored.

However, advising students for transfer is complex. Transfer requirements of the various colleges and majors vary considerably and students have several different paths for completing admission and general education requirements.

Included in *The Plan* are intersegmental activities that are being developed to give Community College counselors the information and tools to effectively advise potential transfer students. Counselor institutes will be conducted with UC and CSU, an academic advising package for transfer to UC and CSU will be developed, and joint projects between Community College counselors and UC and CSU personnel will be supported.

- *Improving Articulation and Expanding Transfer Agreement Programs*

Articulation agreements between Community Colleges and four-year colleges are formal agreements that outline which of the courses at the Community Colleges are transferable and meet the general education and major requirements of the four-year colleges. As such, these agreements become the tools for Community College counselors to advise students for transfer.

The Plan includes bringing to full operation three existing efforts to improve articulation between the segments: the CAN System, Project ASSIST, and the IGETC. The CAN (California Articulation Number) System is a cross-referenced course numbering system designed to simplify identification of transferable courses; and ASSIST (Articulation System Stimulating Inter-Institutional Student Transfer) is a computerized articulation and transfer planning system, containing course articulation and degree check data, as well as information describing individual campus programs and services. Implementation of the IGETC (Intersegmental General Education Transfer Curriculum) which began in Fall 1991, is requiring new working relationships between the faculty of the three segments and the involvement of the faculty, counselors, and admissions and records personnel at the Community Colleges.

SB 121 sets minimum standards for the level of articulation that must be in place between the Community Colleges and UC and CSU. Community College districts, are required to develop discipline-based agreements with no fewer than three UC campuses and five CSU campuses. *The Plan* includes an assessment of the level of articulation currently in place and a timeline for meeting the level of articulation required in the bill.

SB 121 also requires that students be provided the opportunity to attend a Community College that offers a transfer agreement program with a UC and CSU campus. Transfer agreement programs enable students to receive high priority

consideration, enter into a contract, or attain equivalent special treatment when applying for university admission at the upper division level. *The Plan* includes surveying the Community Colleges to determine where transfer agreement programs are available, and developing a strategy with UC and CSU to establish programs where none currently exist.

- *Increasing Underrepresented Student Transfer*

The Plan includes initiatives to increase underrepresented student transfer building on successful efforts such as the Puente Project, and the Cooperative Outreach and Transfer Project. Also, *The Plan* includes monitoring of statewide implementation of the transfer centers, particularly those aspects of the Transfer Center minimum standards which require the Colleges to develop transfer goals and special efforts for underrepresented students.

In addition to developing special targeted programs, *The Plan* also includes the development of special institutes for Community Colleges that enroll a high number of underrepresented students but transfer few students. The institutes would bring together a College team of faculty, administrators, counselors, researchers, and information system personnel to assess transfer at their Colleges and develop a strategy for improvement.

- *Development of an Information and Accountability Model for Transfer*

The Plan includes the development of an information and accountability model for transfer. The purpose of the model would be to assess how effectively the Community Colleges are making students' "transfer ready," how effectively the three segments are transferring students, and the effectiveness of various strategies for improving transfer. The model would also provide information about the characteristics and behavior of potential transfer students to guide future program development.

The model will be developed based on the following three principles:

1. Multiple means for measuring transfer need to be developed to provide a transfer profile rather than restricting the model to a single measure.

2. The model should include both a longitudinal view of transfer activity as well as a "snap shot" or cross sectional measure of transfer activity.

3. The model should incorporate the information needs of the Community Colleges and the four-year colleges.

- *Increase Opportunities for Transfer to Private Colleges and Universities*

With the current state fiscal crisis, and the enrollment demand on UC and CSU, transfer to UC and CSU is becoming more restricted for Community College

students. Included in *The Transfer Plan* is the development of joint programs and efforts between the Chancellor's Office and AICCU (Association of Independent California Colleges and Universities) to increase the number of students who transfer to independent colleges. Included will be the sharing of transfer data, outreach strategies, transfer admission agreement programs, and increased course and program articulation.

APPENDIX A

Major Provisions of SB 121 (Hart)

Senate Bill 121 (Hart), establishes as state policy the intersegmental responsibility for a strong transfer system. The bill includes the following:

1. It defines the characteristics of a comprehensive transfer system;

2. It outlines enrollment priorities for admission to the University of California and the California State University;

3. It establishes minimum standards for the development and maintenance of articulation agreements;

4. It establishes transfer agreement programs;

5. It defines the responsibility of the community colleges to offer transfer programs and transfer curriculum;

6. It defines students' rights to transfer, and

7. It establishes an accountability mechanism to monitor the effectiveness of the transfer function.

Listed below are the specific provisions of the bill:

Enrollment Policies for Admissions to UC and CSU.

Section 66202. (a) It is the intent of the Legislature that the following categories be followed, insofar as practicable in the following numerical order, for the purpose of enrollment planning and admission priority practice at the undergraduate resident student level for the California State University and the University of California:

(1) Continuing undergraduate students in good standing.

(2) California Community College transfer students who have successfully concluded a course of study in an approved transfer agreement program.

(3) Other California Community College students who have met all of the requirements for transfer.

As stated in legislative findings, the transfer function plays a key role in meeting the state's goals of educational equity. Therefore, the Board of Regents of the University of California and the Board of Trustees of the California State University shall declare as policy for this paragraph and paragraph (2) of this subdivision that students who are eligible to transfer and who are from historically underrepresented groups or economically disadvantaged families shall be given preference, to the

fullest extent possible under state and federal law, statutes, and regulations, in transfer admissions decisions, and shall design policies in conformity with state and federal statutes and regulations intended to facilitate their success in achieving transfer.

(4) Other qualified transfer students.

(5) California residents entering at the freshman or sophomore levels.

(b) It is further the intent of the Legislature that within each of the preceding enrollment categories, the following groups of applicants receive priority consideration in admissions practice in the following order:

(1) Residents of California who are recently released veterans of the armed forces of the United States.

(2) Transfers from California public community colleges.

(3) Applicants who have been previously enrolled at the campus to which they are applying, provided they left this institution in good standing.

(4) Applicants who have a degree or credential objective that is not generally offered at other public institutions of higher learning within California.

(5) Applicants for whom the distance involved in attending another institution would create financial or other hardships.

(c) It is further the intent of the Legislature that those veterans referred to in paragraph (1) of subdivision (b) who were enrolled in good standing at a campus of the University of California or at one of the California State Universities prior to military service receive priority over other veterans recently released from military services.

Section 66202.5. The State of California reaffirms in historic commitment to ensure adequate resources to support enrollment growth, within the systemwide academic and individual campus plans to accommodate eligible California freshmen applicants and eligible California Community College transfer students, as specified in Sections 66202 and 66730.

The University of California and the California State University are expected to plan that adequate spaces are available to accommodate all California resident students who are eligible and likely to apply to attend an appropriate place within the system. The State of California likewise reaffirms its historic commitment to ensure that resources are provided to make this expansion possible, and shall commit resources to ensure that students from enrollment categories designated in subdivision (a) of Section 66202 are accommodated in a place within the system. In addition, transfer students from paragraphs (2) and (3) of subdivision (a) of Section 66202, shall be accommodated at the campus or major of choice specified in the redirection agreement, the approved transfer program or written agreements, unless these majors have been declared "impacted." For impacted majors, students shall be given the opportunity to have access to the major when spaces become available, and new freshmen shall be admitted to the major in a controlled manner to ensure that all transfer students described in paragraph (2) of subdivision (a) of Section 66202 have an equitable chance of being accommodated. It is the intent of the Legislature to fund programs designed to accomplish the purposes of this subdivision through appropriations made in the Budget Act to the public

institutions of higher education, and the annual Budget shall contain appropriations necessary to accommodate all students from all of the categories designated in subdivision (a) of Section 66202.

The segments may, in implementing these enrollment plans and admissions practice priorities, consider the overall needs of students in maintaining a balanced program and a quality curriculum, and are expected to consider the state's goals of educational equity and racial and ethnic diversity of students and faculty in the planning and management of their admissions practices. It is further the intent of the Legislature that campus enrollment planning processes provide for the equitable treatment of the following: (1) all eligible entering freshmen; (2) continuing students in good standing; and (3) eligible community college transfer students with regard to accommodation in majors.

Students Rights to Transfer

Section 1(g)(2). Regardless of eligibility for admission to the University of California or California State University upon high school graduation, students should be provided the opportunity to attend a community college that offers a transfer agreement program in cooperation with a University of California or California State University campus. This option shall enable students to receive high priority consideration, enter into a contract, or attain equivalent special treatment when applying for university admission at the upper division level. Transfer agreement programs shall also provide high priority access to majors of choice will, in most cases, require completion of specialized coursework and attainment of a specified grade point average.

Section 66741. As a result of systemwide and inter-institutional agreements, each community college student shall be assured of the opportunity to enter into a transfer agreement program enabling a student to receive high priority consideration, attain equivalent special treatment, or enter into a contract when applying for university admission at the advanced standing level. It is recognized that eligibility for transfer agreement programs will require completion of certain requirements as defined in inter-institutional agreements. It is also recognized that access to majors of choice will, in most cases, require completion of additional requirements, such as specialized coursework and attainment of a specialized grade point average.

Transfer agreement programs also shall carry high priority access to majors of choice. The University of California and the California State University shall require that continuing undergraduate students and community college transfer students are assessed against a common set of criteria for upper division standing to a specific major. However, generally speaking, access to these programs shall require completion of specialized coursework and attainment of a grade point average above the minimums defined in general admission requirements, such as those used in supplementary admission criteria for impacted or over-subscribed programs.

Alternatively, students may also, by meeting the University of California or California State University requirements for admission at the advanced standing level, simply wish to apply as required. All students meeting these admission requirements shall be guaranteed a place somewhere in the University of California or California State University system as appropriate.

Responsibility of Community Colleges to Offer Transfer Programs and Transfer Curriculum

Section 1(h). Each community college district should ensure that its colleges have full development of a viable and efficient transfer system which includes transfer agreement programs, centers and internal coordination of all counseling and student service efforts aimed at ensuring adequate student information, student assistance, and monitoring of progress toward each student's goal.

Section 66734. The Board of Governors of the California Community Colleges have the authority and responsibility to guarantee that all community college students have access to courses that meet the lower division baccalaureate degree requirements of the California public universities. The Board of Governors of the California Community Colleges, with the cooperation of the Regents of the University of California and the Trustees of the California State University, shall ensure that all students are clearly and fully informed as to which community college courses and units are transferable and meet the general education and lower division major requirements at the California State University and the University of California.

Section 66736. Each community college district governing board shall ensure that its college or colleges maintain student transfer counseling centers or other counseling and student services designed and implemented to affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students.

All policies and procedures shall give preference and emphasis toward enhancing the transfer of students from economically disadvantaged families and students from traditionally underrepresented minorities, to the fullest extent possible under state and federal statues and regulations.

Section 66737. The Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges are expected to develop new programs of outreach, recruitment, and cooperation between and among the three segments of public higher education to facilitate the successful transfer of students between the community colleges and the universities.

Section 66738. (a) The governing board of each public postsecondary education segment shall be accountable for the development and implementation of formal systemwide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function.

Transfer Programs and the Development and Maintenance of Articulation Agreements

Section 66738. (b) The elements in a comprehensive transfer system shall include, but not be limited to, the following:

(1) Enrollment and resource planning; intersegmental faculty curricular efforts.
(2) Coordinated counseling.
(3) Financial aid and transfer services.
(4) Transfer articulation agreements and programs.
(5) Specific efforts to improve diversity.
(6) Early outreach activities.
(7) Expansion of current practices relating to concurrent enrollment of community college students in appropriate university courses.
(8) Centers.

(c) The governing board of each segment shall expand existing practices related to concurrent enrollment, in which community college students are provided the opportunity to take courses at University of California and California State University campuses, as space is available; and to expand opportunities for potential transfer students to participate in activities that familiarize them with the university campus.

Section 66740. Each department, school, and major in the University of California and California State University shall develop, in conjunction with community college faculty in appropriate and associated departments, discipline-specific articulation agreements and transfer program agreements for those majors that have lower division prerequisites. Faculty from the community colleges and university campuses shall participate in discipline-specific curriculum development to coordinate course content and expected levels of student competency.

Where specific majors are impacted or over-subscribed, the prescribed course of study and minimum grad point average required for consideration for upper division admission to all of these majors shall be made readily available to community college counselors, faculty, and students on an annual basis. In cases where the prescribed course of study is altered by the university department, notice of the modification shall be communicated to appropriate community college faculty and counselors at least one year prior to the deadline for application to that major and implementation by the department responsible for teaching that major.

Community college districts, in conjunction with the California State University and the University of California, shall develop discipline-based agreements with as many campuses of the two university segments as feasible, and no fewer than three University of California campuses and five California State University campuses. The development of these agreements shall be the mutual responsibility of all three segments, and no one segment should bear the organizational or financial responsibility for accomplishing these goals.

Accountability Mechanism to Monitor the Effectiveness of Transfer

Section 66742. The governing boards of the three public segments of higher education shall present annual statistical reports on transfer patterns via the California Postsecondary Education Commission to the Governor and Legislature. The reports shall include recent statistics on student enrollments by campus, segment, gender, ethnicity, and the ratio of upper division to lower division, including information on both freshman and transfer student access to the system. These reports should include, to the extent that data are available or become available, data on application, admission and enrollment information for all students by sex, ethnicity, and campus. For transfer students, this data shall indicate the segment of origin for all student. In addition, data shall be separately identified for transfer students from California Community Colleges, and shall identify the subset of applications which are completed together with admission, enrollment, and declared major information for that group. The reports shall describe the number of transfer agreements, if any, whose terms and conditions were not satisfied by either the California State University or the University of California, the number of California Community College transfer students denied either admission to the student's first choice of a particular campus of the California State University or the University of California or the student's first choice of a major field of study, and, among those students, the number of students who, upon denial of either of the student's first choices, immediately enrolled at another campus of the California State University or the University of California. The reports shall also include information by sex and ethnicity on retention and degree completion for transfer students as well as for native students, and the number and percentage of baccalaureate degree recipients who transferred from a community college.

Section 66743. The California Postsecondary Education Commission is requested to convene an intersegmental advisory committee on transfer access and performance for the purposes of presenting biennial reports to the Governor and the Legislature on the status of transfer policies and programs, the diligence of each segment's board, and the effectiveness of these programs in meeting the state's goals for transfer. The report shall include information about all of the following:

(a) The effectiveness of transfer agreement programs and activities in enhancing the transfer function overall as well as the extent to which transfer program

activities have been directed at students who have been historically underrepresented in the University of California and the California State University.

(b) The status of the implementation of the transfer core curriculum as described in Section 66720 for each community college, including information about the extent to which sophomore level courses need for transfer are available on all community college campuses.

(c) Progress that has been made in achieving articulation agreements in those specific majors that have lower division prerequisites, and the dissemination of this information. The committee shall also explore methods to systematically measure the extent to which the state's goals of freshmen and transfer student access are being met, including analyses of the number of fully eligible freshmen or transfer students who are denied access to the system, and the reasons for that denial. The committee shall also address ways in which sharing of information about transfer students among the segments can be improved, including early identification of potential transfer students for intensive recruitment purposes.

No later than April 1994, the California Postsecondary Education Commission shall report to the Governor and the Legislature on the overall success of this chapter in expediting the goals of transfer, including recommendations about a common definition of transfer rates, including the identification of campuses and positions of employment that prevent progress toward a more effective transfer program, with specific recommendations about resource, program, or other incentives to encourage an effective intersegmental transfer program. The Governor and the Legislature shall monitor the success of the University of California and the California State University in achieving their targeted enrollment levels and in implementing these reforms. A substantial failure to implement reform, to achieve the 60/40 ratio by the designated dates or to significantly improve the transfer rate of historically underrepresented groups, shall precipitate legislative hearings to determine the reasons why any one or all of these goals have not been met.

APPENDIX B

Trends in Transfer Statistics

Summary

This appendix contains information on the number and rate of Community College transfers to the University of California and the California State University, the upper division performance of these transfer students, factors influencing the transfer rates reported for individual Colleges, results of the pilot test of transfer centers at twenty Community Colleges, possible future trends in transfer, and a brief discussion of problems about defining and measuring transfer.

A review of the available data indicates that both the number of students transferring and the rate of transfer from the California Community Colleges to the University of California (UC) and the California State University (CSU) have increased during the past five years even though both the number and preparation of high school graduates (potential transfer students) entering the Community Colleges appear to have declined. And, the performance of Community College transfers in upper division at UC and CSU appears to have been consistently similar to that of "native" students who started their college work as freshmen at those institutions. But, while there have been gains in transfer among underrepresented students, the numbers and rates of transfer by African-Americans and Hispanics are still well below those of Caucasians and Asians.

There is a wide variation in the number of students transferring from individual colleges to UC and CSU. The differences are largely because of College size and, therefore, the number of students who are likely to be interested in transferring. However, transfer rates are higher from Community Colleges that enroll more full-time students, relatively more young full-time students and fewer full-time underrepresented students, are located in suburban areas, and operate transfer centers. And, individual College transfer rates are affected by UC and CSU admissions practices. Finally, Colleges that report the highest transfer rates for underrepresented students also have the best overall transfer rates, but enroll relatively few underrepresented students.

Transfer centers have had a significant impact on transfer activity from those 20 Colleges where they were pilot tested between 1986 and 1990. The 20 Colleges with transfer centers appear to have transferred substantially more students during each of the four pilot years – the number increased from 1,200 to 2,300 over the period – than if they had performed like the other 86 colleges during this four-year period. Projecting these results to all colleges would result in a 15 percent increase in transfer activity.

The changing demography of California suggests that, beginning 1993, there will be a substantial increase in the number of 18-year-olds and, therefore, in the number of potential transfer students enrolling at Community Colleges for more than a decade – leveling off by the year 2004 – and that the majority of these students will be from racial and ethnic minorities.

Difficulties in characterizing the transfer function have led to a number of efforts to more effectively define and measure a "transfer rate." Like any other rate, there are issues about both the numerator (those who are qualified to transfer and/or do so) and denominator (the number of Community College students who are bona fide potential transfers). A number of different measures have been proposed recently and Berman-Weiler Associates are beginning a study to assess the feasibility of all California Community Colleges using a measure developed by the National Effective Transfer Consortium.

Systemwide Transfer Activities

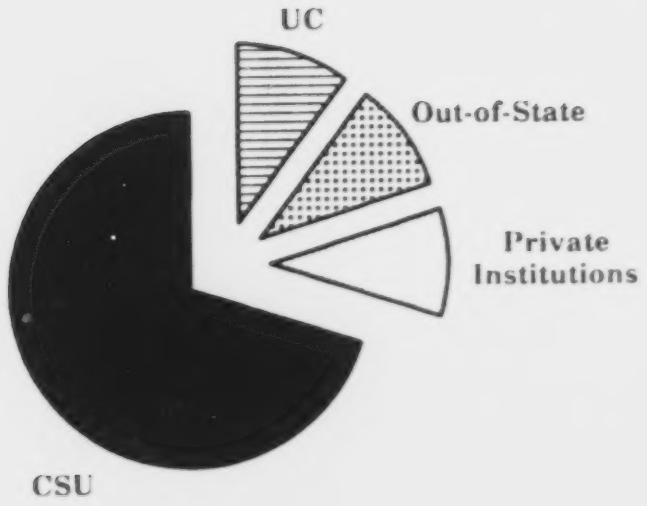
Transfer Numbers

The number of students transferring from California Community Colleges to four-year institutions in and out of California during 1990-91 is estimated to have been just over 70,000. (This estimate is derived from a full-year expansion of California Postsecondary Education Commission reporting for Fall 1990 transfers to the University of California (UC), the California State University (CSU), and the independent colleges and universities in California, along with an assumption – based on prior studies – that the number of out-of-state transfers is equal to number transferring to California independent institutions.)

Nearly eight of every ten transfers go to UC or CSU (Figure 1). Trends in the numbers of transfers to UC and CSU have fluctuated dramatically over the past quarter century (Figure 2). After sharp increases, the number of transfers to UC and CSU peaked in the mid 1970s due to increases in the number of full-time students (used here as a proxy for the potential pool of Community College students seeking to transfer), four-year admissions practices such as the experimentally lower GPA requirement for transfer to UC in the mid 1970s, and other factors such as the mandatory military draft of the late 1960s, and use of education benefits by Viet Nam veterans during the 1970s. Transfers then declined gradually over the next decade due largely to decreases in the pool of potential transfer students, and subsequently have increased during the recent five-year period due largely to initiatives like the recent pilot test of Community College transfer centers.

FIGURE 1

Transfer Destination



Of Every 10 CC Transfers, About:

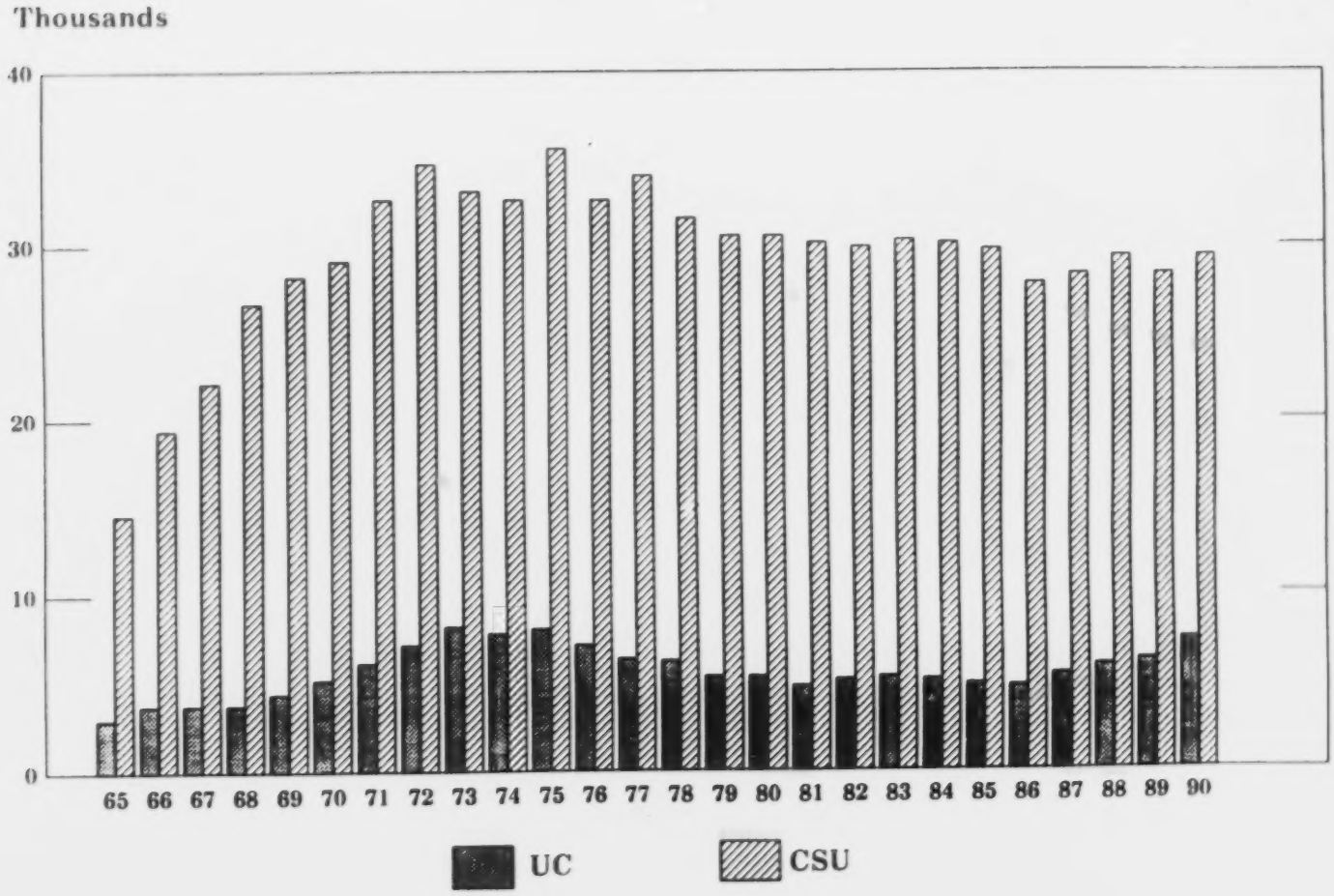
- 7 Go to CSU
- 1 Goes to UC
- 1 Goes to a California Private Institution
- 1 Goes to an Out-of-State Institution

Sources: *Statewide Longitudinal Survey*, 1981
Transfer Update, 1988, CPEC

FIGURE 2

Transfers to UC and CSU

Fall, 1965-1990



Source: California Postsecondary Education Commission

The recent four-year increase of 4,168, or 13 percent in the number of fall term Community College transfers to UC and CSU (Table 1), has occurred at the very time that the potential pool of transfer students – as measured by the number of high school graduates enrolling in Community Colleges – has been stable (Figure 3).

Moreover, there is evidence that the overall preparation of students entering the Community Colleges with the intent to transfer has declined. As Figure 3 shows, fewer UC and CSU eligibles are starting their work at a Community College than was the case in the past. And, in the case of UC, the idea that transfer students are less prepared is confirmed by the fact that just 18 percent of Fall 1990 transfers from Community Colleges to UC had been eligible to attend UC directly out of high school. Ten years earlier, 38 percent of transfers had been UC-eligible directly out of high school (Figure 4).

TABLE 1

Community Colleges Transfers By Ethnicity and Segment

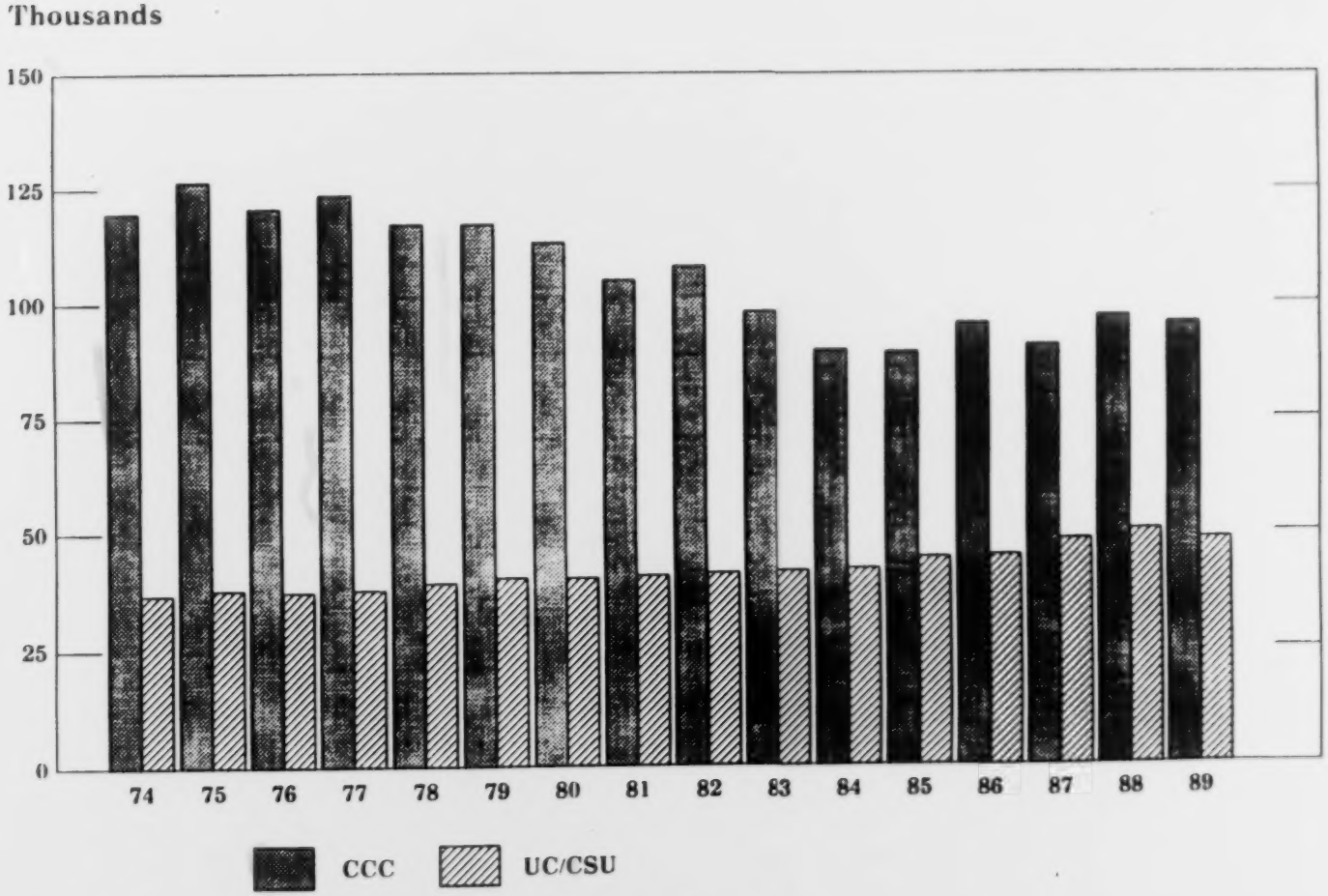
Fall 1986 – Fall 1990

	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990
African-American					
UC	168	183	185	197	209
CSU	1,403	1,475	1,560	1,611	1,717
Total	1,571	1,658	1,745	1,808	1,926
Caucasian					
UC	3,005	3,467	3,673	3,882	4,366
CSU	17,857	17,789	18,260	16,932	16,924
Total	20,862	21,256	21,933	20,814	21,290
Hispanic					
UC	431	525	639	680	796
CSU	2,697	2,875	3,019	3,092	3,615
Total	3,128	3,400	3,658	3,772	4,411
Asian					
UC	591	708	740	780	1,065
CSU	2,651	2,721	2,665	2,607	2,759
Total	3,242	3,430	3,405	3,387	3,824
Filipino					
UC	86	115	95	94	147
CSU	546	567	636	678	768
Total	634	682	731	772	915
American Indian					
UC	40	51	82	78	101
CSU	332	334	288	312	359
Total	372	385	370	390	460
Other					
UC	100	53	52	69	108
CSU	547	578	602	628	822
Total	647	631	654	697	930
No Response					
UC	216				
CSU	1,146	1,294	1,698	1,818	1,762
Nonresident Aliens					
UC	221				300
CSU	588				29,370
TOTALS					
UC	4,861				7,420
CSU	27,761				29,370
Total	32,622				36,790

Source: California Postsecondary Education Commission

FIGURE 3

Number of High School Graduates Enrolling as Freshman in CCC or UC/CSU

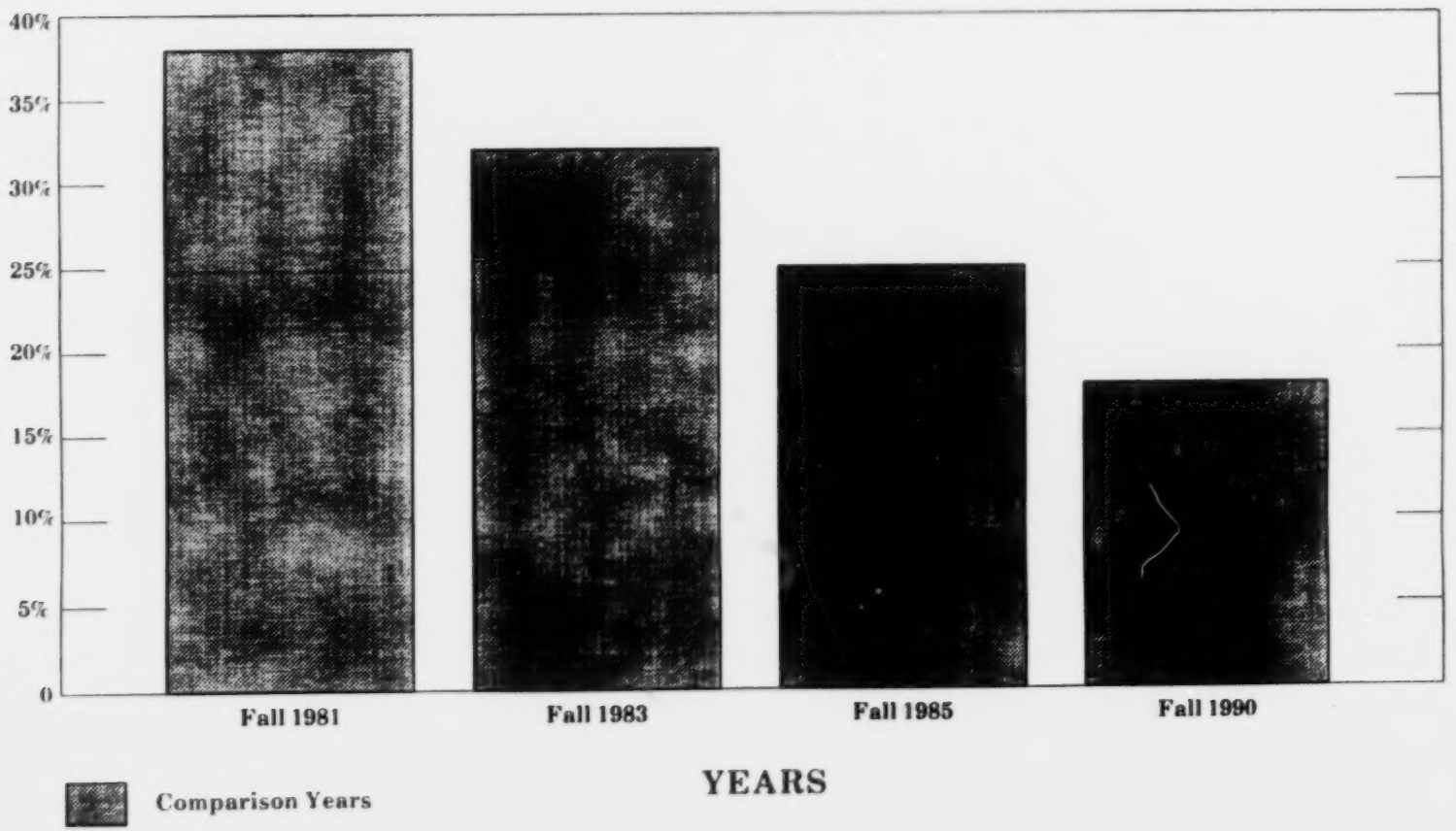


Source: California Postsecondary Education Commission, *College-Going Rates*

FIGURE 4

Transfers from CCC to UC

Percent Who Were Eligible Upon High School Graduation

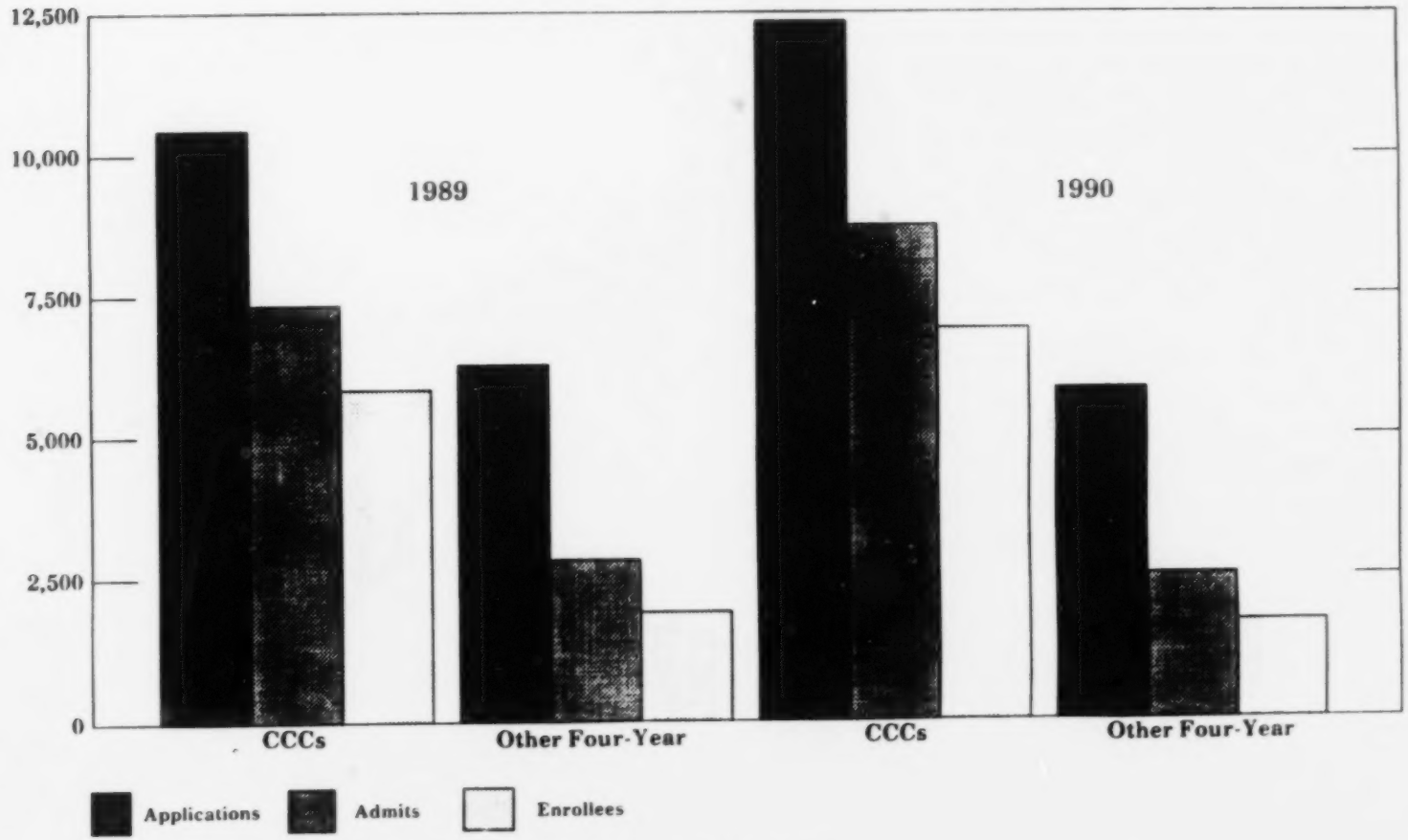


Source: University of California, Office of Admissions and Outreach, April 1988
President's Office, September 1991

Only half of Community College students who apply for transfer to UC and CSU eventually enroll (Figure 5). But, it appears that UC is giving priority to Community College transfers compared to transfers from other four-year institutions. During 1989 and 1990, for instance, Community College transfer applicants were admitted at nearly twice the rate as applicants for transfer to UC from other four-year institutions. And, once admitted, Community College transfers were more likely to enroll than were students from other four-year institutions.

FIGURE 5A

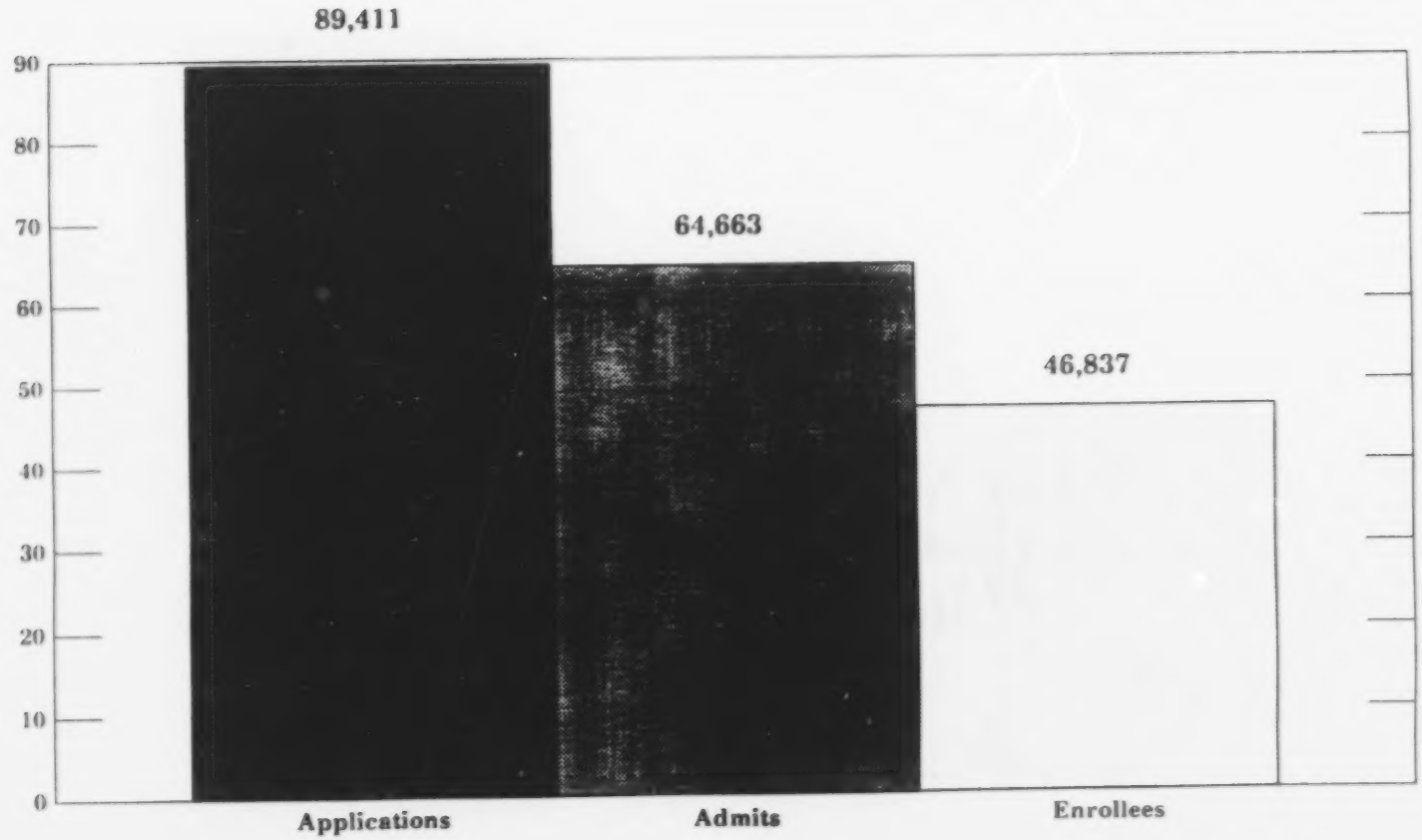
Application, Admission and Enrollment of California Resident Transfer to UC



Source: University of California, Office of Admissions and Outreach, April 1988
President's Office, September 1991

FIGURE 5B

CSU Apply, Admit and Enroll Rates for Community College Transfers
1990-91



Transfer Rates

Defining and measuring a transfer rate, i.e., the proportion of those Community College students seeking to transfer who do, in fact, transfer are difficult tasks. Precise measures may require sophisticated longitudinal data systems and identification of Community College students' educational objectives and/or course-taking behavior. Short of that, a useful proxy of a transfer rate is the number who transfer compared to the number enrolled full-time at a Community College two years prior to transfer. Using this proxy, we note several significant trends over the past five years:

- Except for 1989, transfer rates from those Community Colleges with pilot transfer centers have increased, while transfer rates from other colleges have held roughly constant (Table 2 and Figure 6). This and other evidence noted below indicates that the pilot experiment with transfer centers at 20 Community Colleges has been a success.
- Rates of transfer to UC have increased for all ethnic groups – most significantly for Asians (Table 3 and Figure 7).
- Transfer rates to CSU have increased most for African-Americans, but also for Hispanics. Rates for Asians have been stable and those for Caucasians have declined slightly (Table 3 and Figure 8).
- Generally, transfer rates for all ethnic groups are converging slightly, especially at CSU, but rates for African-Americans and Hispanics still fall significantly below those of Asians and Caucasians. Rates for Filipinos and Native Americans also appear to have increased, but the numbers are small and may not valid.

TABLE 2

Fall Transfers Rates*
1986 to 1990

	1986	1987	1988	1989	1990
Pilot Colleges**					
To UC	1.8	2.4	2.5	2.4	2.7
To CSU	9.6	10.5	11.0	10.3	11.9
Total	**11.4**	**12.9**	**13.5**	**12.7**	**13.6**
Other Colleges					
To UC	1.9	2.0	2.1	2.2	2.2
To CSU	10.7	10.9	11.3	10.0	10.5
Total	**12.6**	**12.9**	**13.4**	**12.2**	**12.7**

* Transfers per 100 full-time community colleges students two years prior.
** Twenty community colleges with pilot transfer centers.

Source: Chancellor's Office

TABLE 3

Community College Transfer Rate
By Ethnicity and Segment
Fall 1986 – Fall 1990

Transfer Rate	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990
African-American					
To UC	0.7	0.8	0.8	0.9	1.0
To CSU	5.7	6.4	6.8	7.0	8.0
Total	6.4	7.2	7.6	7.9	9.0
Caucasian					
To UC	1.9	2.3	2.4	2.4	2.7
To CSU	11.1	11.6	11.8	10.5	10.6
Total	13.0	13.9	14.2	12.9	13.3
Hispanic					
To UC	1.2	1.4	1.7	1.7	1.9
To CSU	7.6	7.9	8.0	7.6	8.6
Total	8.8	9.3	9.7	9.3	10.5
Asian/Pac. Is.					
To UC	1.9	2.2	2.3	2.6	3.4
To CSU	8.7	8.5	8.3	8.1	8.7
Total	10.6	10.7	10.6	10.7	10.5
Filipino					
To UC	1.3	1.8	1.3	1.1	1.6
To CSU	8.0	8.7	8.9	7.9	9.0
Total	9.3	10.5	10.2	9.0	10.6
American Indian					
To UC	0.9	1.5	2.4	2.2	2.8
To CSU	8.7	9.8	8.3	8.7	9.8
Total	9.6	11.3	10.7	10.9	12.6

Source: California Postsecondary Education Commission

FIGURE 6

Transfer Rates to UC and CSU from Community College
(Per 100 Full-time Students)

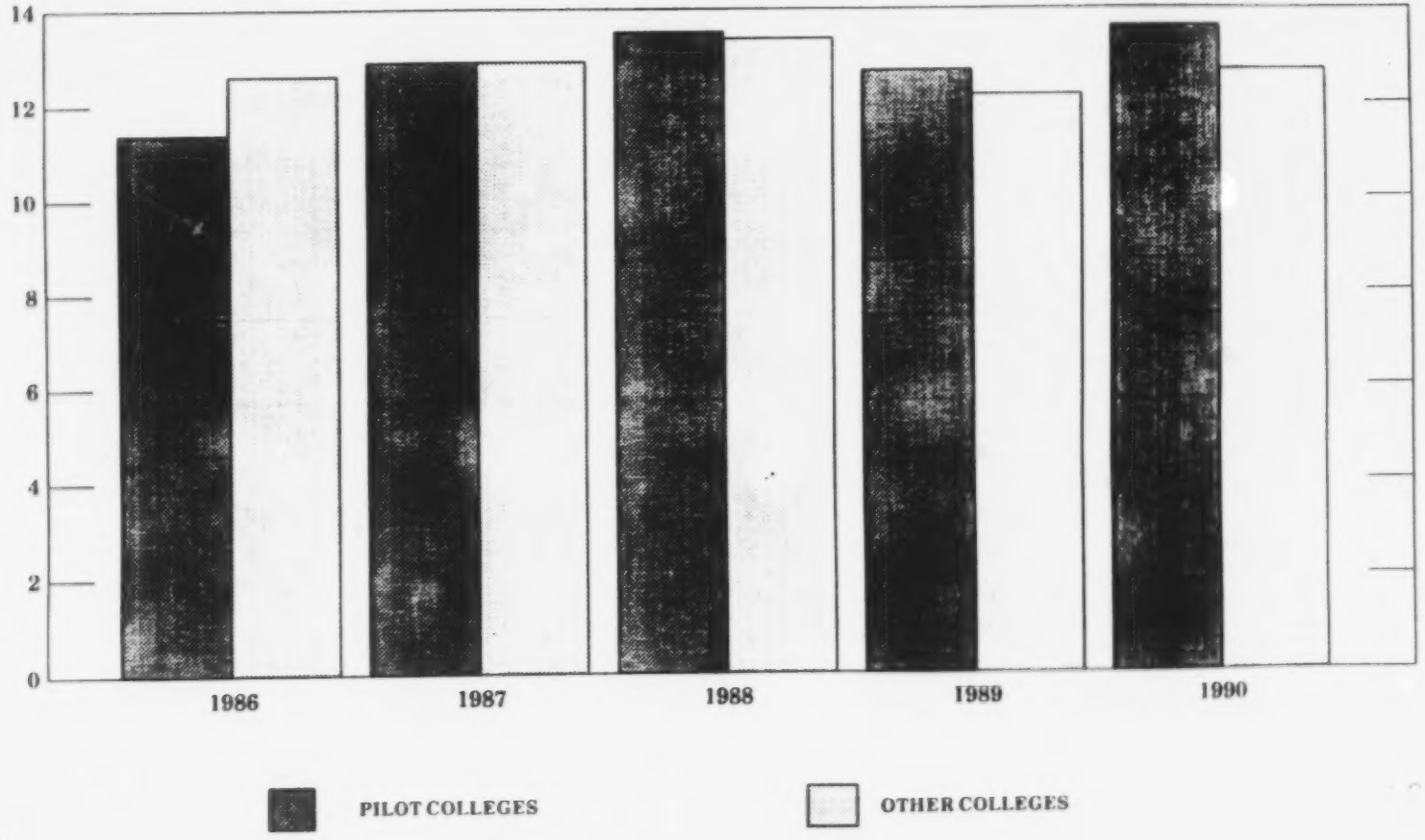


FIGURE 7

Transfer Rates to UC
from Community College
(Per 100 Full-time Students)

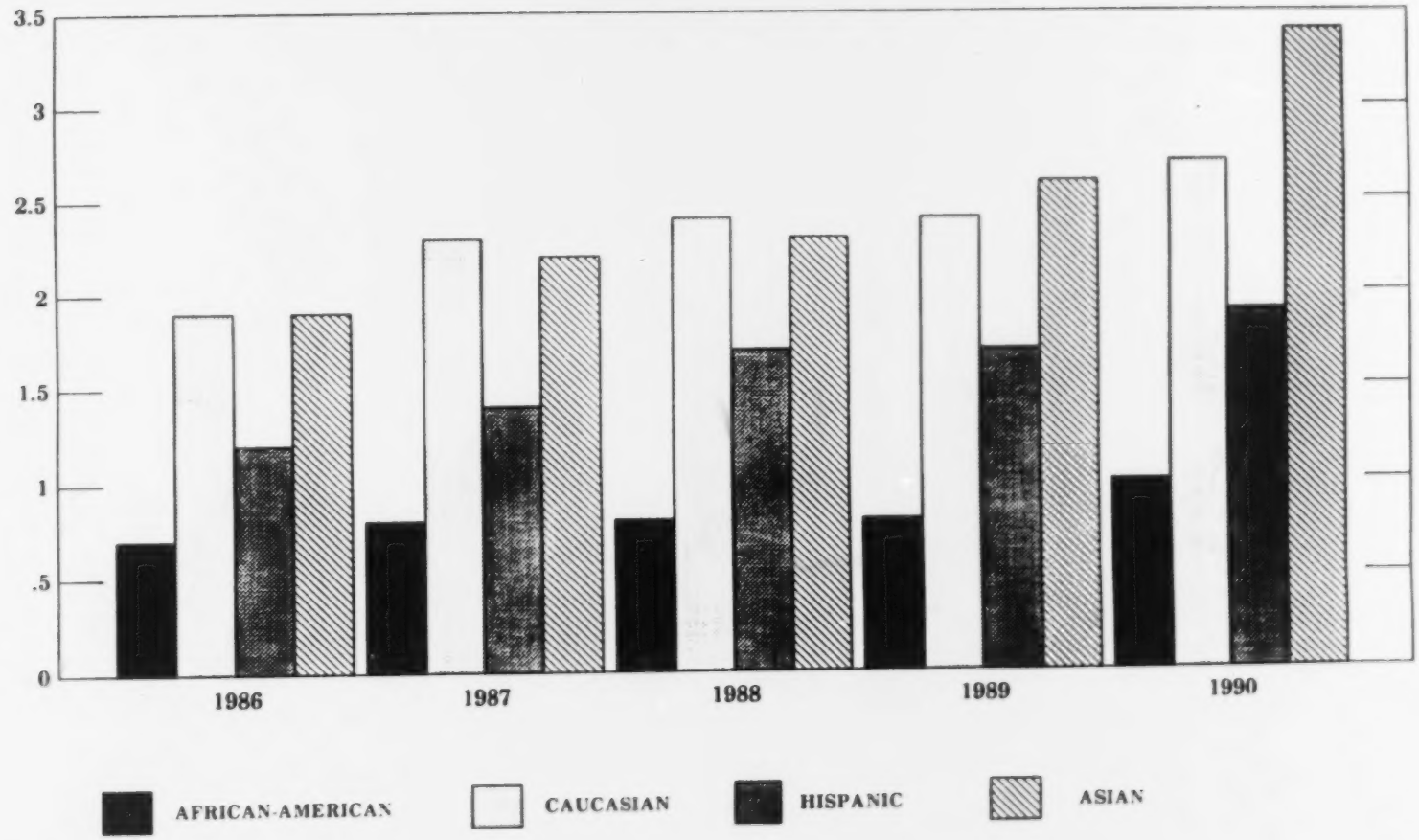


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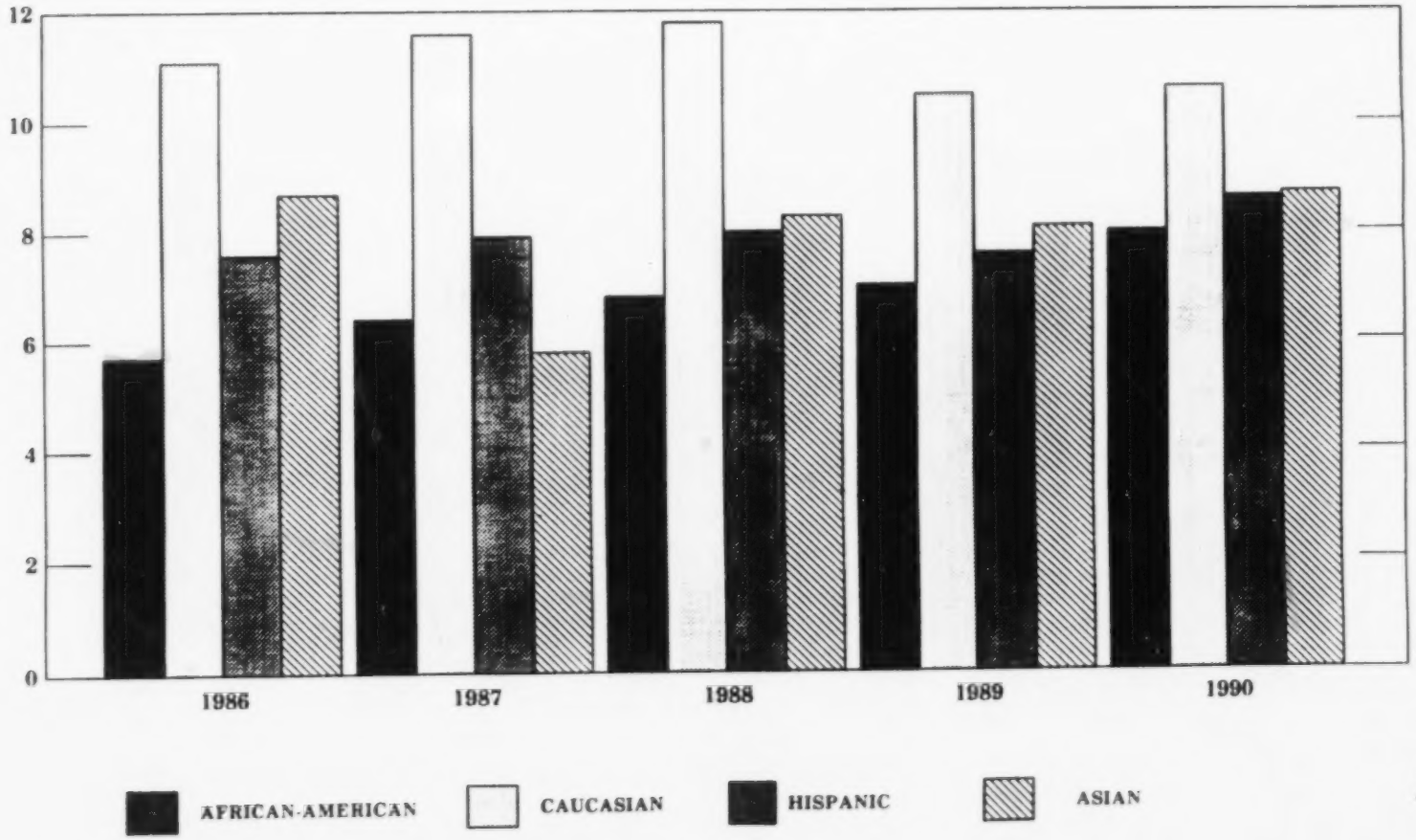
FIGURE 8

Transfer Rates to CSU
by Ethnicity
Fall 1986-1990



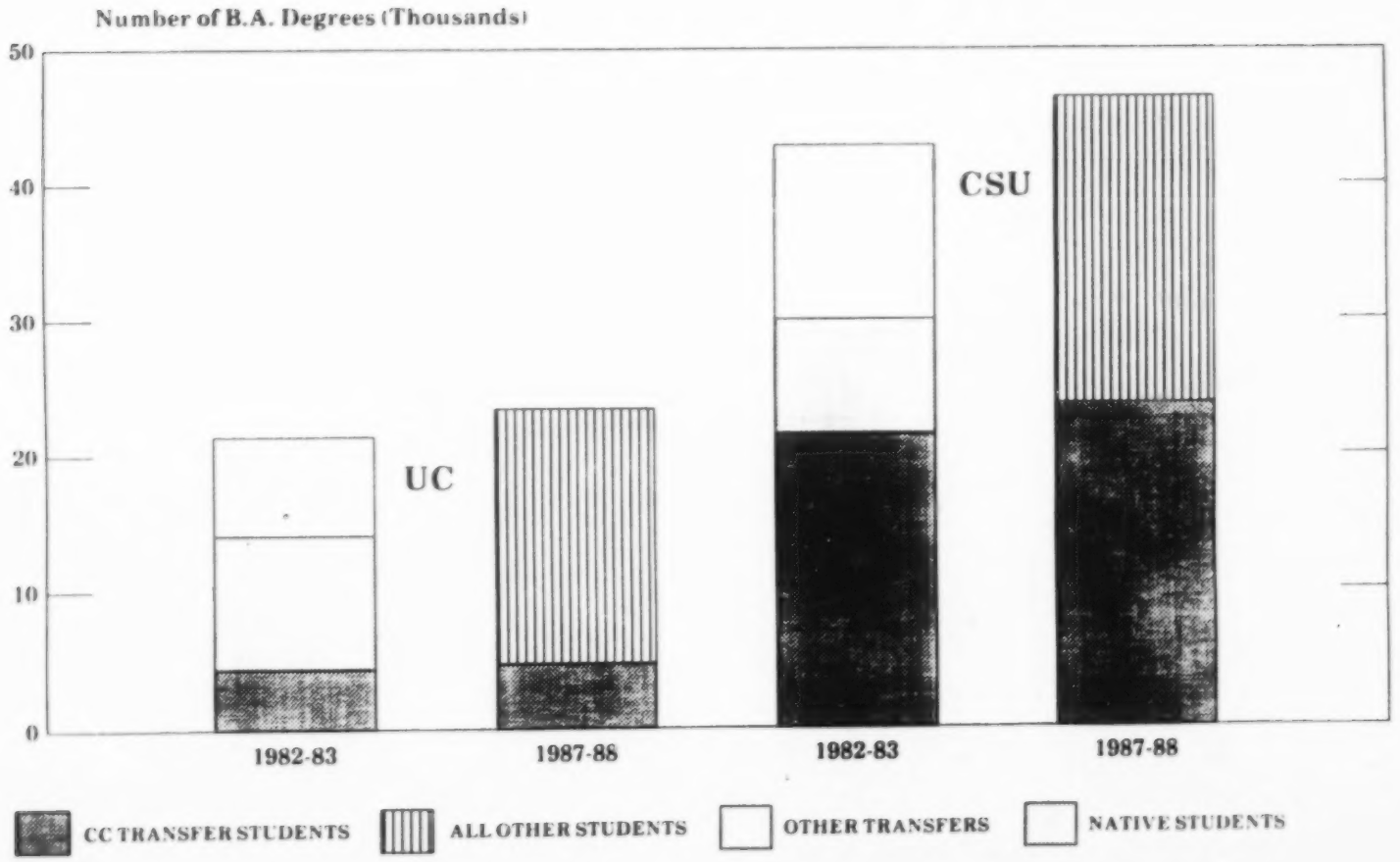
Upper-Division Performance of Transfers

Review of the transfer function should include an examination of how Community College transfers perform academically in upper-division – in general, and in comparison to those native students who began their baccalaureate work at either UC or CSU. While the performance of transfer students results in large part from work by UC and CSU, it (upper division performance) also reflects on the work by Community Colleges in preparing students for upper division.

The magnitude of California's transfer program is apparent in the profile of UC and CSU bachelors-degree recipients. One-half of CSU degree recipients are Community College transfers (Figure 9). Another one-fifth of degree-recipients started CSU as freshmen and the remaining 30 percent are transfers from other institutions. Data for UC bachelor's degree recipients show that Community College transfers comprise one-fifth of the graduates. And, like CSU, 30 percent of UC bachelor's degree recipients are transfers from other four-year institutions. Unlike CSU, however, the balance (one-half) of UC bachelor's degree recipients began their work as freshmen at UC. These proportions have been virtually constant over the past decade.

FIGURE 9

Baccalaureate Degrees from UC and CSU Student Origin

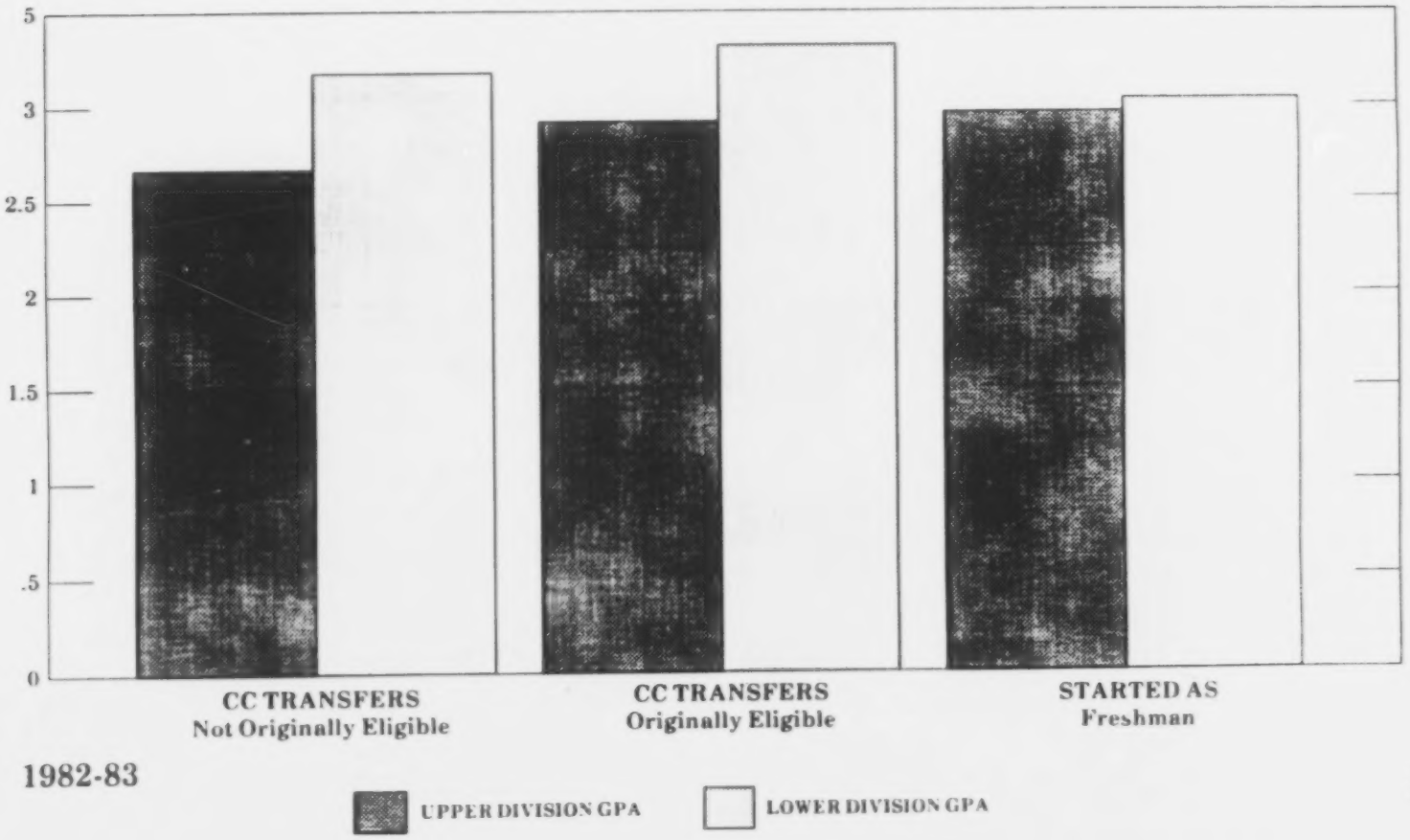


Source: *California Postsecondary Education Commission (CPEC) Reaffirming California Commitment to Transfer, 1985.* CPEC, 1989

Community College students transferring to UC generally experience an initial GPA drop (from their lower division performance) of 0.4 or 0.5 during their first year. Transfers who were eligible for UC out of high school do virtually as well in upper division as do students who started at UC as freshmen (Figures 10 and 11). Transfers who were not originally eligible receive an upper division GPA that is 0.3 to 0.4 less than their native counterparts. The performance of Community College transfers at UC has been similar to that of transfers to UC from other four-year institutions.

FIGURE 10

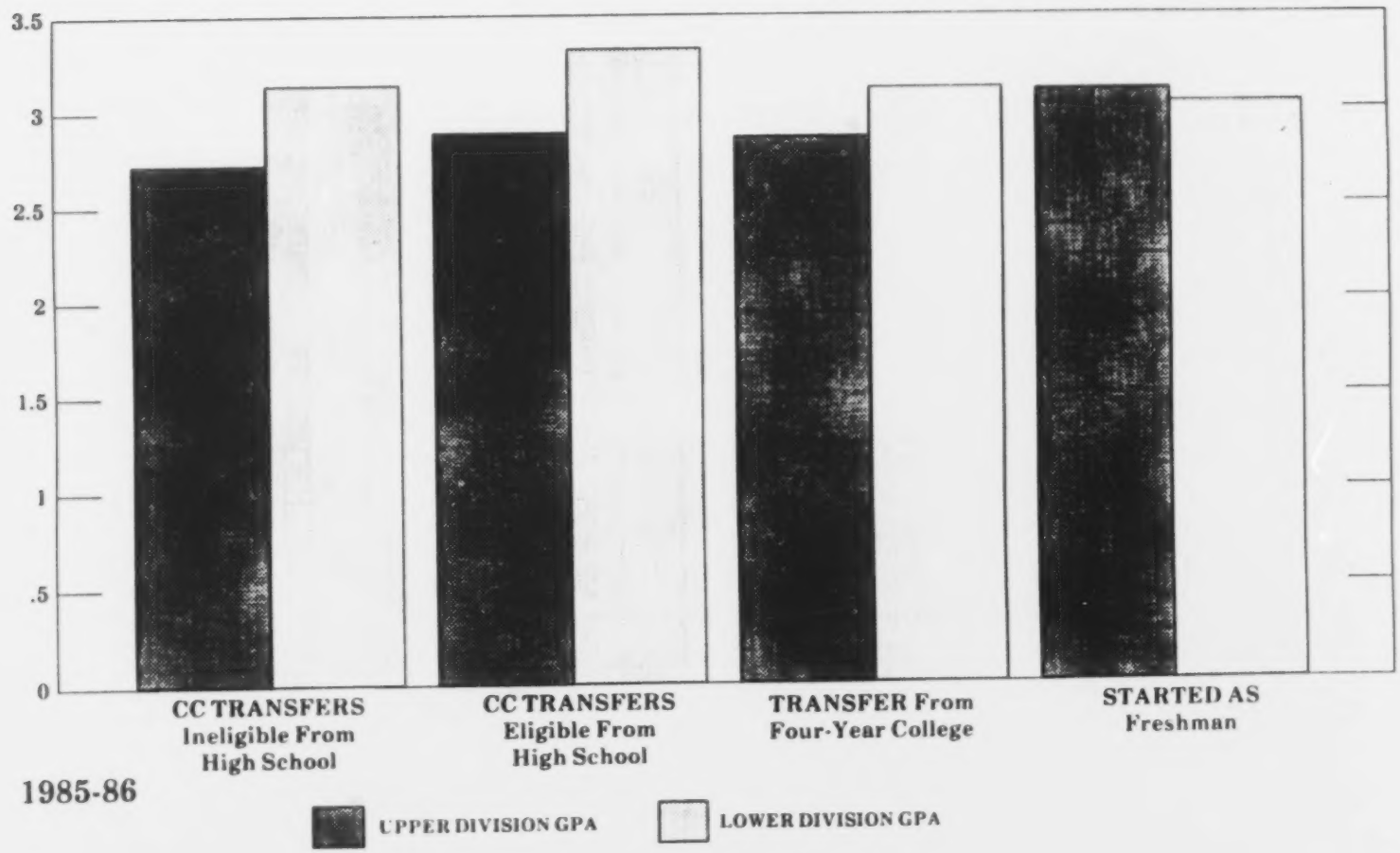
Upper Division Performance
GPA's of CC Transfers and Students
Who Started at University of California



Source: University of California, Office of Admissions and Outreach, 1984

FIGURE 11

Upper Division Performance
GPA's of CC Transfers and Students
Who Started at University of California



Source: University of California, Office of Admissions and Outreach, 1984

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Transfer students to UC who are Caucasian and Asian tend to have higher GPAs than do those who are African-American and Hispanic. The first-year GPA for both regular and special admission transfers to UC in the Fall 1985 is illustrated in Table 4A. One-half of African-American and American Indian transfers are special admits, meaning that they have either scholastic or course deficiencies to make up and, likely, will need special assistance to succeed in upper division. Smaller proportions of transfer students in the other racial and ethnic groups are made up of special admits.

TABLE 4A

Grade Point Averages
1985-86

	Community College Transfers to UC, First Year						
	Am. Ind.	Afri-Amer	Chicano	Latino	Filipino	Asian	Cauc.
Regular Admits							
GPA	2.72	2.35	2.48	2.66	2.60	2.81	2.80
(Number)	(15)	(71)	(191)	(122)	(46)	(573)	(2,523)
Special Admits							
GPA	2.54	2.14	2.31	2.29	2.12	2.57	2.63
(Number)	(22)	(71)	(104)	(41)	(24)	(56)	(381)
	UC Juniors Who Started As Freshmen						
GPA	2.84	2.62	2.72	2.78	2.77	2.96	2.94
(Number)	(14)	(130)	(173)	(77)	(142)	(687)	(2,616)

Data for grades at CSU in Table 4B and Figure 12 suggest that the upper division GPAs of Community College transfers are equal to those of juniors who began their work at a CSU campus.

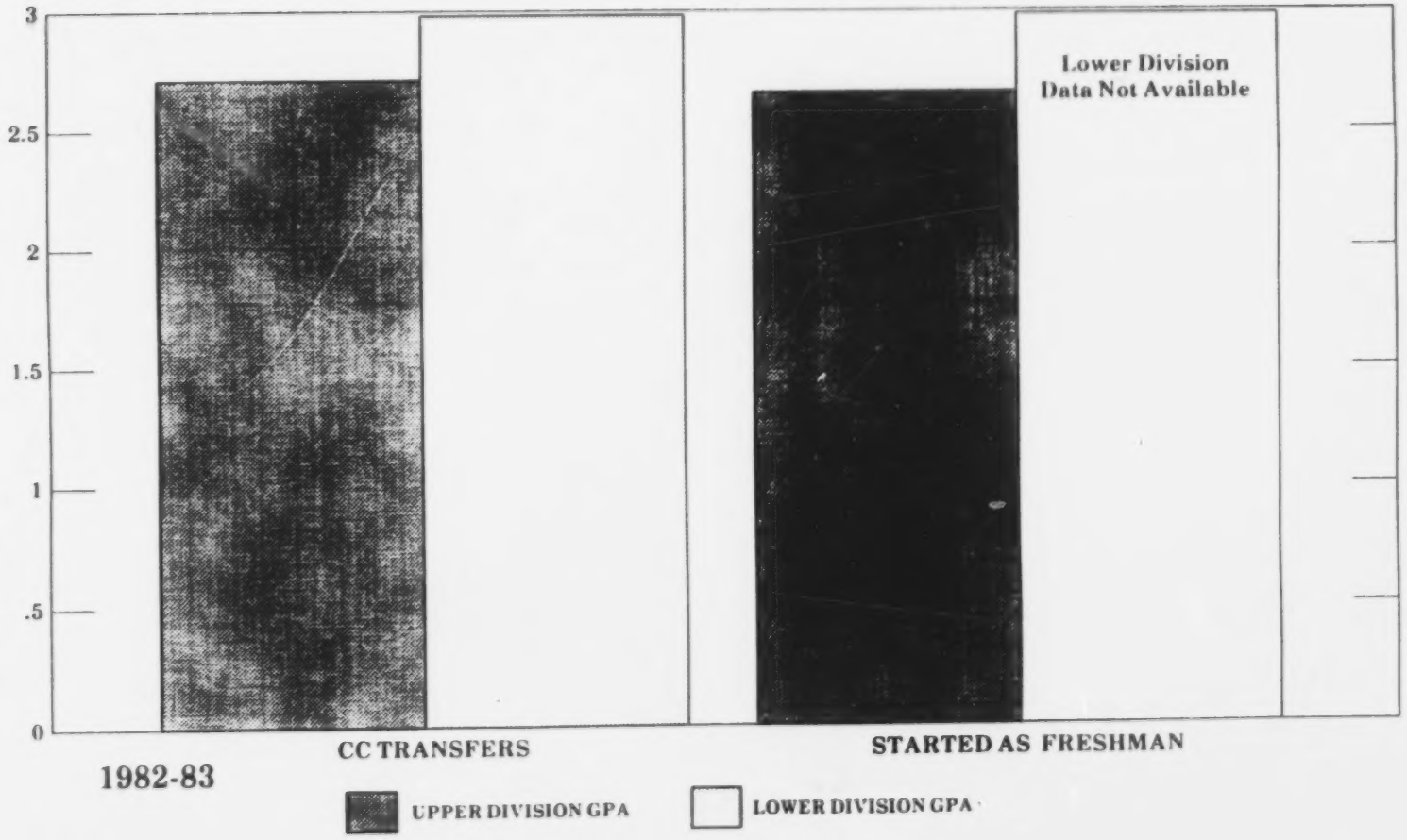
TABLE 4B

Academic Performance of Community College Transfers and California State University Natives
1990-91

	CCC GPA	CSU GPA	Cumulative GPA of CSU Natives
Transfers from CCC with $\geq$ 56 units	2.84	2.69	
Transfers from CCC with < 56 units who were originally eligible for CSU	2.84	2.64	
Transfers from CCC with < 56 units who were not originally eligible for CSU	2.49	2.25	
Total	2.83	2.63	2.64

FIGURE 12

UPPER DIVISION PERFORMANCE
GPA's OF CC TRANSFERS AND STUDENTS
WHO STARTED AT CALIFORNIA STATE UNIVERSITY



Source: *California State University Student Performance Report*, Fall 1983

Data on persistence of transfer students to a bachelor's degree at CSU show that within three years after transfer, two-fifths of Community College transfers have graduated, two-fifths have left College for other reasons, and one-fifth is still enrolled. UC studies, by contrast, suggest that within three years, two-thirds of all transfer students have graduated and by the fourth year this proportion increases to 70 percent. Much of the difference between UC and CSU retention in upper division seems to be that more students transfer to CSU before completing their lower division work and that more CSU transfers attend part-time than is the case for UC transfers.

Transfer from Individual Community Colleges

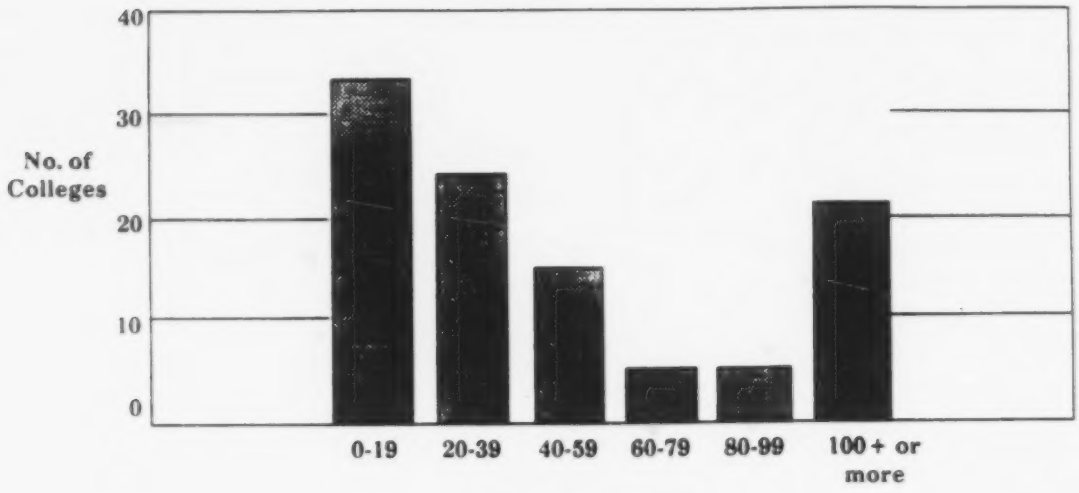
The numbers of students transferring from individual Community Colleges to UC and CSU differ largely because of the varying sizes of the Community Colleges. And, while much of the transfer activity to UC is concentrated among a few Colleges (25 of the 106 Community Colleges account for two-thirds of the UC transfers), CSU transfer activity is somewhat more evenly distributed (36 Community Colleges account for two-thirds of CSU transfers) (Figure 13).

FIGURE 13

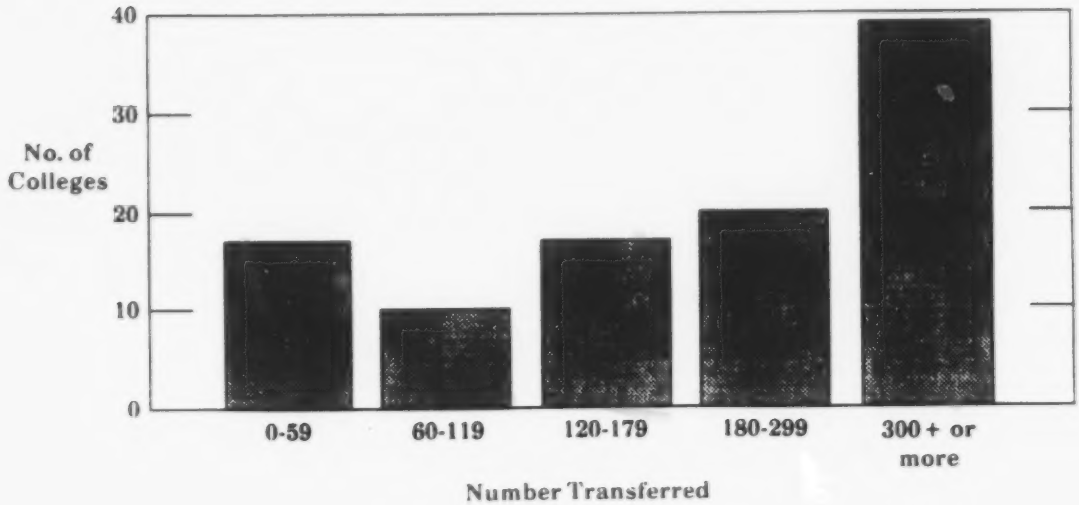
NUMBERS TRANSFERRED

Fall 1989

To UC



TO CSU



Transfer rates also vary substantially among individual Colleges: from 25 transfers (in 1989) per 100 full-time students (in 1987) at the highest-ranking College to three transfers per 100 full-time students at the lowest ranking College.

Three sets of factors are used here to try to explain the variation in transfer rates among individual Colleges:

1. student characteristics;
2. institutional characteristics; and
3. community characteristics.

A preliminary analysis of the factors – in the listing of Table 5 – shows that Colleges with the higher transfer rates (quartiles 1 and 2) tend to:

1. enroll more young but fewer African-American and Hispanic full-time students,
2. be larger and located in suburban areas, and
3. have transfer centers.

Student characteristics are linked statistically to Fall 1989 transfer rates and tend to mirror community characteristics. Institutional factors like college age, college expenditures, a concentration of transfers to just two or three four-year campuses, and close proximity of the Community College to four-year campuses are not statistically related to transfer rates in this analysis.

TABLE 5

Transfer Data for 103 Community Colleges Ranked According to Quintiles By Overall Transfer Rates to UC and CSU

Fall 1989

Category	Quintile				
	I	II	III	IV	V
Number of Colleges	21	20	20	21	21
Transfer Rates					
UC, CSU Total (per 100 ft.)	17	13	11	10	7
UC Total	3.7	2.1	1.9	1.3	0.9
CSU Total	12.7	11.1	9.5	8.6	6.2
By Race/Ethnicity:					
American Indian	12	20	18	13	7
Asian	16	15	10	10	9
African-American	11	9	8	7	7
Hispanic	16	11	10	8	5
Filipino	15	10	11	12	4
Caucasian	16	13	12	11	8
Percent Who Transfer to One UC	46	54	50	51	66
Percent Who Transfer to One CSU	54	57	55	49	54
Percent Who Transfer to Two CSUs	69	59	71	69	71
Student Characteristics					
Average Number of Full-time	3,667	3,071	2,862	2,145	1,426
Percent of Full-time:					
Less than 24 years old	81	76	75	68	61
Male	51	49	49	47	47
Asian	9	8	11	10	7
African-American	5	7	6	13	19
Hispanic	10	11	13	15	23
Caucasian	71	65	57	52	43
Institutional Characteristics					
Location:					
Proximity to UC (see Table X)	.81	1.00	.71	.60	.79
Proximity to CSU (see Table X)	.64	.52	.38	.30	.63
Average Age of Colleges	51	43	38	45	39
Expenditures per Student					
Total	$ 2,930	$ 3,111	$ 2,948	$ 3,041	$ 3,152
Student	105	122	118	130	142
"Feeder" for CSUSD, UN, LB	4	5	11	9	11
Number with Transfer Center	7	4	3	4	3
Percent of WSCH Off-Campus	8.3	8.4	9.4	9.4	9.5
Community Characteristics					
Population per Square Mile	1,079	1,465	1,967	1,679	2,148
Percent Minority	20	23	26	32	37
Average College-Going Rate	9.7	6.9	7.9	6.9	7.1
Number in Urban Area	0	2	2	7	6
Number in Suburban Area	14	10	11	6	6
Number in Rural Area	7	8	7	8	9

The multiple regressions displayed in Tables 6, 7, and 8 help to confirm the preliminary notions listed above and to sort out the individual influence of each factor, while holding the influence of the other factors constant. Looking at what influenced transfer rates in the Fall 1989 (Table 6), we find that apart from the noted student characteristics, the operation of transfer centers and high expenditure levels were related to high transfer rates.

Also significant in reducing Fall 1989 transfer rates were actions by the CSU campuses of Long Beach, San Diego, and Northridge which resulted in earlier cut-off times for applications. Community Colleges that normally send large numbers of transfers to these three CSU campuses reported significant declines in their transfer rates.

The picture changes dramatically when we use the same factors to determine what caused changes in the Colleges' transfer rates between 1987 and 1989. While our model factors do not help explain the rate-change (Table 7) nearly as well as the rate total (Table 6), the differences are significant. In contrast to what determined high transfer rates (Table 6), those Colleges experiencing the largest increases in rates during the three-year period were Colleges that operated transfer centers and were located in proximity to a CSU campus (Table 7). The impact of transfer centers, given all the other supporting evidence, is important. The impact of proximity to CSU, however, may simply reflect the fact that Colleges chosen to have transfer centers happened to be so located.

Finally, the regression in Table 8 attempts to explain high and low transfer rates for African-Americans and Hispanics. Larger colleges with relatively few full-time African-Americans and Hispanics report the highest transfer rates for those African-Americans and Hispanics they do enroll. Related even more to high African-American and Hispanic transfer rates, however, are the operation of transfer centers and the level of total expenditures per student.

TABLE 6

Regression Analysis of 103 California Community Colleges

Dependent Variable = Total Transfer Rate of Colleges, 1989

Regression Output:	
Constant	0.1011
Std Err of Y Est	0.0251
R Squared	0.5575
No. of Observations	103
Degrees of Freedom	88

F = 7.9194

Signif. @ .05? Yes!

RESULTS OF INDEPENDENT VARIABLES

	#FT	FT%<25	FT%AA&H	FT%M	COLAGE	E/P	%OFF-C
Regr. Coeff.	0.000005	0.0604	-0.0830	-0.0010	0.0000	0.0008	-0.0000
Std. Error	0.000002	0.0236	0.0253	0.0004	0.0001	0.0007	0.0004
t Value	2.595118	2.5552	-3.3000	-2.5600	0.2723	1.0740	-1.0180
Signif. @.05?	YES!	YES!	YES!	YES!	NO!	NO!	NO!
	TRCN	**$T/ADA**	**CSUFDR**	**NEARCSU**	**NEARUC**	**POPDNS**	**%MINP**
Regr. Coeff.	0.019808	0.0000	0.0111	-0.0000	-0.0040	-0.0000	-0.0000
Std. Error	0.006939	0.0000	0.0063	0.0053	0.0045	0.0000	0.0003
t Value	2.855760	2.1024	1.7530	-0.1220	-0.9630	-1.3450	-0.8530
Signif. @.05?	YES!	YES!	YES!	NO!	NO!	NO!	NO!

INDEPENDENT VARIABLES

#FT	=	Number of Full-time Students
FT%<25	=	Percent of full-time students under 25 years-of-age
FT%AA&H	=	Percent of full-time students that is African-American and Hispanic
FT%M	=	Percent of full-time students that is Male
COLAGE	=	Age of College
E/P	=	College enrollment ÷ College service area adult population
%OFF-C	=	Percent of College instruction taught off-campus
TRCN	=	College has transfer center
$T/ADA	=	College total expenditures per ADA
CSUFDR	=	College sends more than 10% of transfers to one of three CSU campuses that restricted transfers in 1989
NEARCSU	=	Measure of College's proximity to a CSU campus
NEARUC	=	Measure of College's proximity to a UC campus
POPDNS	=	Population per square mile in College service area
%MINP	=	Percent of College's service are population that is minority

TABLE 7

Regression Analysis of 103 California Community Colleges

Dependent Variable = Change in College Transfer Rate 1987-89

Regression Output:	
Constant	0.0346
Std Err of Y Est	0.2993
R Squared	0.2230
No. of Observations	103
Degrees of Freedom	88

RESULTS OF INDEPENDENT VARIABLES

	#FT	FT%<25	FT%AA&H	FT%M	COLAGE	E/P	%OFF-C
Regr. Coeff.	0.000037	-0.5190	0.2863	-0.0000	-0.0000	0.0071	-0.0000
Std. Error	0.000026	0.2821	0.3170	0.0055	0.0016	0.0093	0.0048
t Value	1.412982	-1.8410	0.9489	-0.0660	-0.5510	0.7601	-0.1860
Signif. @.05?	NO!	YES!	NO!	NO!	NO!	NO!	NO!
	TRCN	$T/ADA	CSUFDR	NEARCSU	NEARUC	POPDNS	%MINP
Regr. Coeff.	0.166452	0.0001	-0.0580	0.1250	0.0389	-0.0000	-0.0040
Std. Error	0.082698	0.0000	0.0754	0.0633	0.0547	0.0000	0.0037
t Value	2.012763	1.6276	-0.7800	1.9729	0.7104	-1.1570	-1.2350
Signif. @.05?	YES!	NO!	NO!	YES!	NO!	NO!	NO!

INDEPENDENT VARIABLES

#FT	=	Number of Full-time Students
FT%<25	=	Percent of full-time students under 25 years-of-age
FT%AA&H	=	Percent of full-time students that is African-American and Hispanic
FT%M	=	Percent of full-time students that is Male
COLAGE	=	Age of College
E/P	=	College enrollment ÷ College service area adult population
%OFF-C	=	Percent of College instruction taught off-campus
TRCN	=	College has transfer center
$T/ADA	=	College total expenditures per ADA
CSUFDR	=	College sends more than 10% of transfers to one of three CSU campuses that restricted transfers in 1989
NEARCSU	=	Measure of College's proximity to a CSU campus
NEARUC	=	Measure of College's proximity to a UC campus
POPDNS	=	Population per square mile in College service area
%MINP	=	Percent of College's service are population that is minority

TABLE 8

Regression Analysis of 103 California Community Colleges

Dependent Variable = College Transfer Rate for African-Americans and Hispanics, 1989

Regression Output:	
Constant	0.0611
Std Err of Y Est	0.0351
R Squared	0.3883
No. of Observations	103
Degrees of Freedom	88

RESULTS OF INDEPENDENT VARIABLES

	#FT	FT%<25	FT%AA&H	FT%M	COLAGE	E/P	%OFF-C
Regr. Coeff.	0.000008	-0.0040	-0.0780	-0.0000	-0.0000	-0.0000	0.0005
Std. Error	0.000003	0.0331	0.0354	0.0006	0.0001	0.0011	0.0005
t Value	2.563093	-0.1210	-2.2160	-0.3090	-0.5980	-0.1560	1.0475
Signif. @.05?	YES!	NO!	YES!	NO!	NO!	NO!	NO!
	TRCN	**$T/ADA**	**CSUFDR**	**NEARCSU**	**NEARUC**	**POPDNS**	**%MINP**
Regr. Coeff.	0.029771	0.0000	0.0032	0.0010	-0.0030	-0.0000	-0.0000
Std. Error	0.009722	0.0000	0.0088	0.0074	0.0064	0.0000	0.0004
t Value	3.062094	2.5788	0.3674	0.1411	-0.5480	-0.8510	-1.2560
Signif. @.05?	YES!	YES!	NO!	NO!	NO!	NO!	NO!

INDEPENDENT VARIABLES

#FT	=	Number of Full-time Students
FT%<25	=	Percent of full-time students under 25 years-of-age
FT%AA&H	=	Percent of full-time students that is African-American and Hispanic
FT%M	=	Percent of full-time students that is Male
COLAGE	=	Age of College
E/P	=	College enrollment ÷ College service area adult population
%OFF-C	=	Percent of College instruction taught off-campus
TRCN	=	College has transfer center
$T/ADA	=	College total expenditures per ADA
CSUFDR	=	College sends more than 10% of transfers to one of three CSU campuses that restricted transfers in 1989
NEARCSU	=	Measure of College's proximity to a CSU campus
NEARUC	=	Measure of College's proximity to a UC campus
POPDNS	=	Population per square mile in College service area
%MINP	=	Percent of College's service are population that is minority

Relying on factors such as those above, the statistical model used for this preliminary analysis can explain about half of the variation in transfer rates among individual Community Colleges (Table 6). The remaining half of the variation in rates very likely is explained by other factors such as institutional commitment, articulation agreements, and initiatives specific to transfer (other than the pilot centers). Once this kind of statistical model is refined, the actual transfer rates of individual Colleges can be compared to the rates estimated for them by the model; i.e., rates that would be expected due to a College's location, type of student clientele, etc. Colleges with high and/or unexpectedly high transfer rates may then be reviewed to identify successful policies and practices. In the same way, conditions at Colleges with low and/or unexpectedly low transfer rates can be reviewed to identify gaps in policy and practice.

Transfer Centers

Evidence reviewed above strongly supports the positive impact that the twenty transfer centers had on the transfer rates of their Colleges. Trends in transfer rates for the Colleges with centers may be compared directly to those rates for Colleges without centers (Table 9). During the two years prior to full implementation of the pilot transfer centers (1985 and 1986), transfer rates at the Colleges that were to have transfer centers were lower than those rates at Colleges without centers. After implementation (1987-1990), this pattern was reversed: transfer rates at the transfer center Colleges have equaled and exceeded rates at the Colleges without centers. In fact, Colleges with transfer centers transferred about:

- 1,200 more students in 1987-88
- 1,400 more students in 1988-89
- 1,700 more students in 1989-90
- 2,300 more students in 1990-91

than they would have if the change in their rates before and after the centers' implementation had followed the same trends as those reported by Colleges without centers.

If these numbers are projected across the entire Community College system, about 33,000 more students would have transferred over the four-year period to UC and CSU if all Colleges had improved at the same rate as those that operated transfer centers. This difference would have represented a 15 percent increase in the number (217,000) that actually did transfer during that four-year period.

TABLE 9

Estimated Impact on Transfer Rates for Colleges With and Without Transfer Centers

Fall	Average Transfer Rate for Colleges with Transfer Centers	Average Transfer Rate for Other Colleges	Rate for Colleges With Transfer Center if Like Other Colleges	Estimated Rate Difference	Estimated Transfer No. Difference in Fall	Estimated Full-Year Difference
1985	11.7	12.0	--	--	--	--
1986	11.4	12.6	--	--	--	--
1987	12.9	12.9	11.7	1.2	812	1,218
1988	13.5	13.4	12.1	1.4	912	1,368
1989	12.7	12.2	11.0	1.7	1,146	1,719
1990	13.6	12.7	11.5	2.1	1,502	2,253
Total						**6,558**

The positive impact of the transfer centers is further supported by the fact that the Community Colleges with transfer centers had no apparent advantage at the onset of the pilot test. On the one hand, they tended to be larger and more often were located in suburban areas than were Colleges without transfer centers – both factors that suggest higher transfer rates (Table 10). Balancing this out, Colleges with transfer centers also reported a smaller percentage of Caucasian students than Colleges without centers – a factor that suggests they (Colleges with transfer centers) would have lower overall transfer rates. This was in fact the case prior to the pilot test.

Future Trends in Transfer

The future number of potential transfer students may be estimated by the number of high school graduates. And, here, to avoid the difficulty of predicting future high school graduation rates, we use the number of 18 year-olds as a proxy for the number of high school graduates. Using this proxy, the potential pool of transfer students will increase substantially after 1992 for about 12 years, topping out at 2004 (Figure 14).

TABLE 10

Comparison of Colleges With Transfer Centers and Colleges Without Transfer Centers

Geography/Size		Colleges With Centers		Colleges Without Centers		Overall Transfer Rates
		Number	Percent	Number	Percent	Percent
Large	Urban	1	5	3	4%	13.0
	Suburban	6	30	16	19	15.0
	Rural	0	0	0	0	n/a
Medium	Urban	4	20	4	5	8.0
	Suburban	6	30	14	16	13.0
	Rural	2	10	14	16	13.0
Small	Urban	1	5	5	6	9.0
	Suburban	0	0	5	6	9.0
	Rural	1	5	23	27	11.1
Full-Time		29.6%		25.8%		
Caucasian		54.0%		65.3%		
Proximity						
	To UC	.55		.86		
	To CSU	.25		.60		

NOTE: The size categories are as follows:

Small < 5,000 headcount enrollment
Medium 5,000-14,000
Large > 14,000

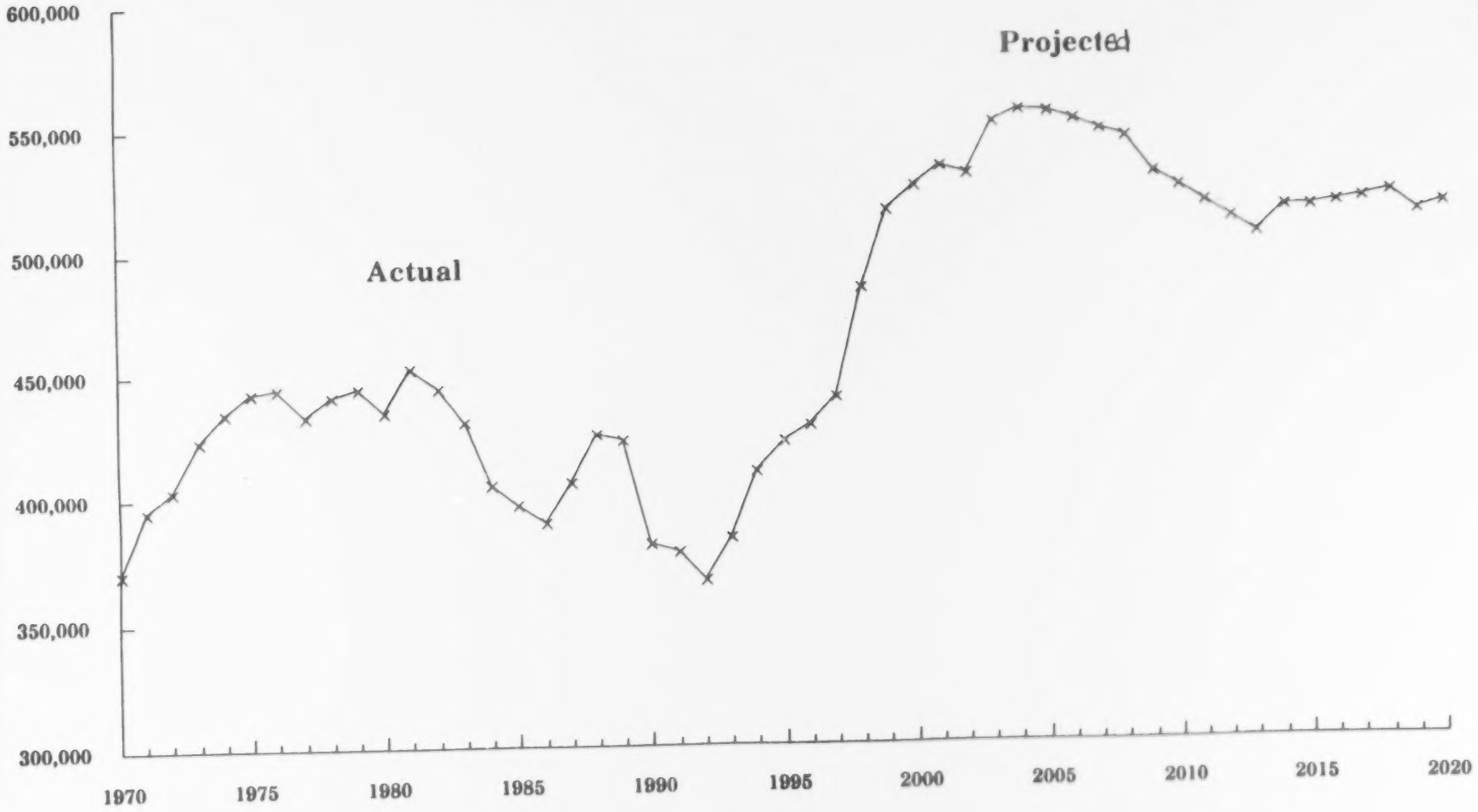
Geographic categories are based on an assessment of the location of a district's colleges in relation to population density.

Proximity is an average score for the group that is based on ranking each district by the distance of the nearest four-year campus to one of the district's colleges:

0 < 10 miles
1 10-25 miles
2 > 25 miles

FIGURE 14

Potential Transfer Students
Based on Number of 18 Year-olds

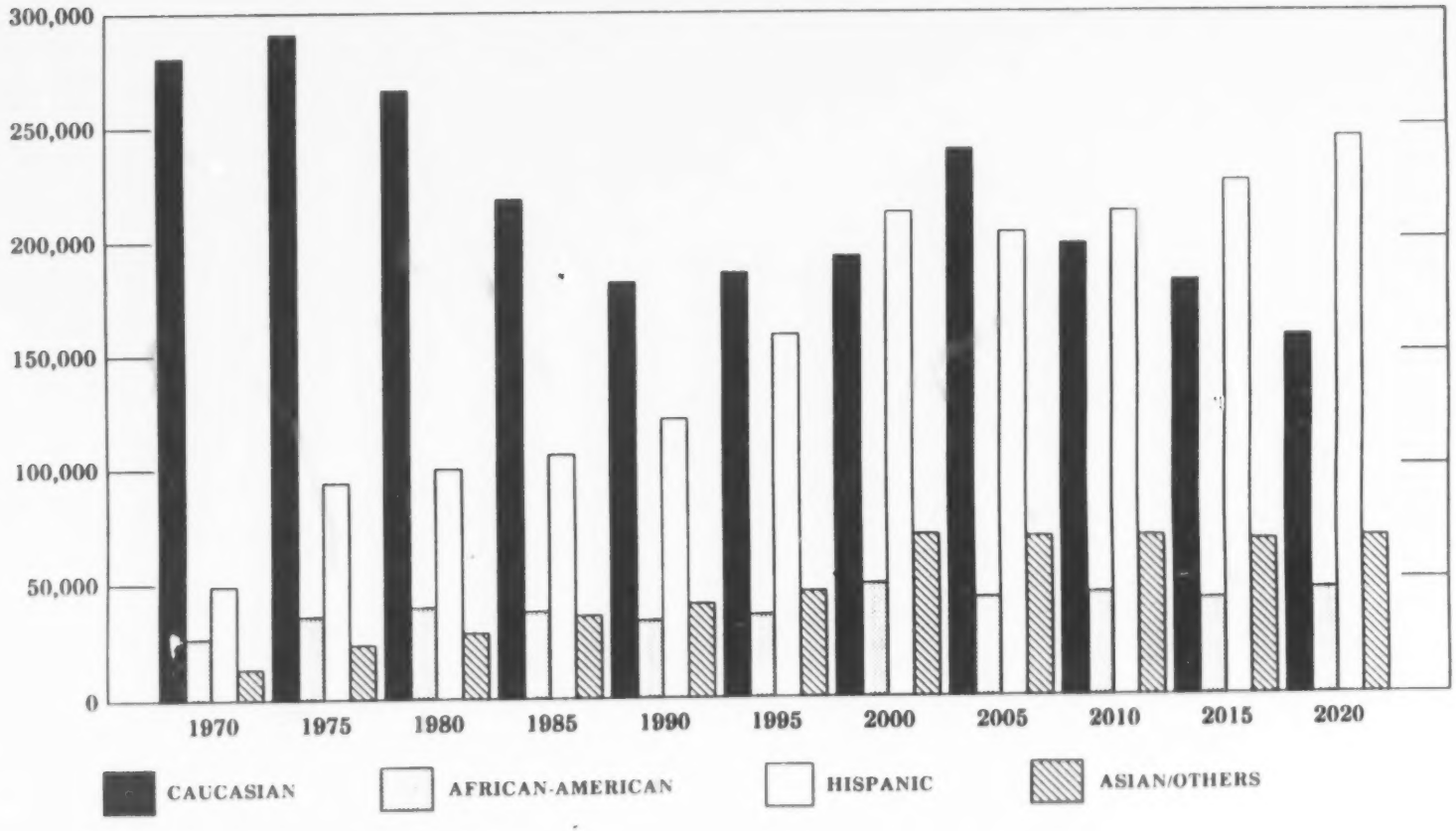


Source: [redacted] Department of Finance, Population Research

Impacting these increases are at least two conflicting tendencies. If the recent increase in the proportion of high school graduates attending a Community College continues, the expected increase in potential transfer students will be even more dramatic for Community Colleges. Possibly balancing this factor is the large expected increase in young Hispanic students (Figure 15), who traditionally have exhibited the lowest community college-going rate of all racial and ethnic groups. Unless improved, this low Hispanic college-going rate will tend to reduce the potential transfer pool.

FIGURE 15

Ethnicity of Potential Transfer Students
BAsed on Number of 18 Year-olds



Source: Department of Finance, Population Research

Issues About Defining and Measuring Transfer

Difficulties in evaluating the transfer function have led to a number of efforts to more-effectively define and measure a "transfer rate" for Community Colleges. Like any other rate, there are issues with both the numerator (those who qualify to transfer and/or do so) and denominator (the number of community College students who are bona fide potential transfers). And, the issues differ according to whether the evaluation is a "cross section" analysis of individual Colleges or a "longitudinal" analysis of the system and/or individual Colleges. Moreover, the issues are intersegmental; i.e., most transfer rates reflect the efforts and practices of the four-year institutions as well as the Community Colleges. The concept of "transfer readiness" has been suggested as a way of isolating the Community College contribution to the transfer function.

Numerator

While data for those transferring to UC and CSU are the most reliable, even these two segments measure transfers differently. UC measures Community College transfers as those who have taken at least 12 transferable units of their lower division work at a Community College and it was the last institution they attended prior to transfer. By contrast, CSU counts transfers as from a Community College if that was the last institution they attend prior to entering CSU. Both practices result in transfer numbers being understated. Moreover, data for Community College transfers to independent Colleges in California are incomplete and data for transfers to out-of-state Colleges and universities are nonexistent.

Denominator

The problem of identifying potential transfer students is virtually intractable. Studies show that one-third of Community College students declare they are enrolled for purposes of later transferring to a four-year institution. But, many of these students are either attending on a limited basis – many while working – or are taking a course pattern that will not enable them to transfer. (The complete implementation of matriculation and transfer centers by all Community Colleges should help solve the identification problem.)

The wide variety of possible denominators for measuring the potential transfer pool produces the many definitions of "transfer rate" that have been used or proposed. A number of those proposed recently are contained in Table 11. Most observers agree that one should combine student intent with program and course-taking behavior when specifying the potential transfer pool. This is easier to define than to measure, however, and virtually all proposed definitions in Table 11 are deficient from one standpoint or another. Elaborate definitions are likely to be more effective when looking at cross-section data and when comparing the performance of different institutions. Simple definitions are likely to be more useful in longitudinal

evaluations largely because the data are available. It appears that more than one definition will be needed to evaluate transfer.

At present, one of the proposed definitions in Table 11 – that of the National Effective Transfer Consortium – is being tested for its feasibility across all California Community Colleges in a study by Berman-Weiler Associates. This work is scheduled to be completed by June 1992.

TABLE 11

Alternative Definitions of Transfer Rates

1. **"Traditional" (according to Berman-Weiler) Definition**

$$\frac{\textit{Transfers in Year } T}{\textit{Total Credit Enrollment in Year } T}$$ *(rough ave.: 5-6%)*

2. **Ford Foundation/Center Study of Transfer Assembly, 1989**

$$\frac{\textit{Sum of transfers in Years } T+1, T+2, T+3, T+4}{\textit{Entrants in Year } T}$$ *(12%)*

A Variation of this uses (for the denominator):
Entrants in year t who earned 12 or more units *(22%)*

3. **Berman-Weiler (for National Effective Transfer Consortium, 1989)**

$$\frac{\textit{Transfers in Year } T}{\textit{Leavers (with } >6 \textit{ units, w/o BA/BS) in Year } T}$$ *(26%)*

A Variation of this uses (for the denominator):
Leavers (for whom transfer is "important") *(66%)*

4. **Berman-Weiler (for Transfer Center Analysis, 1989)**

$$\frac{\textit{Average Number of Transfers in Years } T, T+1, T+2}{\textit{Average Total Credit Enrollment in Years } T, T+1, T+2}$$ *(?%)*

5. **University of Michigan (Lee and Frank), 1990**

$$\frac{\textit{Transfers in Years } T+1, T+2, T+3, T+4}{\textit{High School Graduates in Year } T \textit{ Enrolling in Community Colleges}}$$ *(@25%)*

6. **Brint and Karabel, 1989**

$$\frac{\textit{Transfers in Year } T}{\textit{Community Colleges Enrollment in Year } T??}$$ *(<20%)*

TABLE 11 *(Continued)*
Alternative Definitions of Transfer Rates

7. **Chancellor's Office Research Unit Suggestions, 1990**

(a) $$\frac{\textit{Transfers in Year } T}{\textit{First Time Entrants with Transfer Objective in Year } T\text{-}3} \quad (@50\%)$$

(b) $$\frac{\textit{Transfers in Year } T}{\textit{High School Graduates Enrolling in Community College in Year } T\text{-}3} \quad (40\text{-}50\%)$$

(c) $$\frac{\textit{Transfers in Year } T}{\textit{Full-time Enrollment in Community Colleges in Year } T\text{-}2} \quad (@15\%)$$

8. **Intersegmental Coordinating Council Data Task Force, 1991**

(a) $$\frac{\textit{Transfers in Year } (N+1) \textit{ to Year } (M)}{\textit{Students with 12 Transferable Units in Their First Year } (N)}$$

(b) $$\frac{\textit{Transfers in Year } (N+1) \textit{ to Year } (M)}{\textit{New Students with Intent and 12 Transferable Units in Their First Year } (N)}$$

9. **Chancellor's Office Task Force on Transfer Data and Definitions, 1991**

Transfer Rate:

(a) $$\frac{\textit{Transfers in Years } T+1, \ldots T+M}{\textit{Students with Intent and 12 Transferable Units in Year } T}$$

(b) $$\frac{\textit{Transfers in Year } T}{\textit{Students with Intent and 12 Transferable Units in Year } T}$$

Transfer Readiness:

(a) $$\frac{\textit{Transfers Plus Students with 56 Transferable Units and Intent in Years } T+1, \ldots T+M}{\textit{Students with Intent and 12 Transferable Units in Year } T}$$

(b) $$\frac{\textit{Transfers plus Students with 56 Transferable Units and Intent in Year } T}{\textit{Students with Intent and 12 Transferable Units in Year } T}$$

APPENDIX C

Statewide Efforts to Improve Transfer

Over the past six years a number of efforts have been undertaken to improve transfer. The purpose of these efforts has been to focus on those aspects of transfer which can be enhanced at the State and local level. Listed in the following tables are the efforts undertaken designed to:

1. Increase the preparation of Community College students through secondary school outreach and basic skills education.

2. Increase the rigor of Community College academic programs.

3. Increase the articulation of coursework and programs with the secondary schools and four-year colleges.

4. Strengthen academic advising.

5. Centralize and coordinate transfer services and information.

6. Improve information about transfer effectiveness.

7. Improve underrepresented student transfer through targeted programs and practices.

Statewide Efforts to Improve Transfer

1. Increase the Preparation of Community College Students Through Secondary School Outreach and Basic Skills Education.

Programs, Efforts, Activities	Description	Responsibility	Status
Middle College High School Program	Middle College High School is an innovative public alternative senior high school located on a Community College campus designed for students with college potential who are at risk of dropping out of school.	Intersegmental program administered by the Chancellor's Office, California Community Colleges	The two MCHS sites at Los Angeles Southwest College and Contra Costa College are currently in the third year of a five-year funding cycle.
California Academic Partnership Program (CAPP)	Curriculum based partnerships between California school districts and postsecondary institutions to improve the academic preparation of students in middle and high schools; and to increase the enrollment of underrepresented students in postsecondary institutions.	Intersegmental program administered by the CSU Chancellor's Office.	Ongoing program with many Community Colleges involved in local CAPP partnerships.
Dwight D. Eisenhower Program	Curriculum based partnerships that strengthen instructional skills of K-12 teachers in mathematics, science, and computer learning through cooperative efforts from postsecondary education faculty.	Intersegmental program administered by the California Postsecondary Education Commission (CPEC).	Ongoing program with many Community Colleges involved in local Eisenhower
MESA	Special support services to high school and Community College students who are enrolled in, majoring in, or working toward a degree in mathematics, engineering, or computer science.	Intersegmental program administered by the MESA Statewide Office at UC Berkeley.	Ongoing effort, with approximately five Community College based MESA programs. Three of the existing programs are funded by campus resources. Funding sought in 1992-93 BCP.

1. Increase the Preparation of Community College Students Through Secondary School Outreach and Basic Skills Education. *(Continued)*

Programs, Efforts, Activities	Description	Responsibility	Status
Migrant Education	Partnerships between Community Colleges and migrant education designed to improve the college going rate for migrant students.	Intersegmental program administered by the Chancellor's Office, California Community Colleges.	Ten Community Colleges, migrant education statewide. Continue to expand. BCP for 1992-93.
Curriculum Consultant Project	An intersegmental collaboration designed to compliment the public high school accreditation process conducted by WASC and California Department of Education's program quality review. Curriculum consultants from postsecondary segments work with secondary school faculty in reviewing curriculum and instructional practices.	Intersegmental program administered by the UC Office of the President.	Ongoing
Community College High School Performance Reports	Annual reports to high schools which provides feedback on the first year college academic performance of their former students.	Chancellor's Office, California Community Colleges	The Chancellor's Office, California Community Colleges will generate and distribute reports to the pilot high schools in fall 1991
Community College Basic skills Education	A "full range" of precollegiate basic skills instruction if required by Board of Governors policy, AB 3, and supported by AB 1725. These courses are designed to provide students with rapid skill improvement and are limited to a maximum of 30 semester or 45 quarter units of nondegree-applicable credit.	Chancellor's Office, California Community Colleges, Academic Senate, and all districts	Ongoing

2. Increase the Rigor of Community College Academic Programs

Programs, Efforts, Activities	Description	Responsibility	Status
Establishment of Standards for Collegiate Level Courses		Chancellor's Office, California Community Colleges and colleges.	
Joint Faculty Projects	Regional joint faculty projects to address curricular and programmatic needs.	Chancellor's Office, California Community Colleges in cooperation with UC and CSU.	Twenty-six projects funded. BCP for the 1992-1993 to expand.
Implementation of the Intersegmental General Education Transfer Curriculum (IGETC)	A common general education curriculum for transfer to UC and CSU.	Chancellor's Office, California Community Colleges, UC and Community Colleges.	Implementation fall 1991.

3. Increase the Articulation of Coursework and Programs with the Secondary Schools and Four-Year Colleges

Programs, Efforts, Activities	Description	Responsibility	Status
2 + 2 Articulation	Special projects which include: statewide Tech-Prep articulation conference, 2 + 2 demonstration and coordinating sites, dissemination of a 2 + 2 resource guide, and the dissemination of the report of the Joint Task Force on Articulation.	Chancellor's Office, California Community Colleges with California Department of Education (CDE).	Implementation in 1991-1992.
Tech-Prep Articulation	Comprehensive statewide program which includes: district articulation councils, Tech-Prep resource consortia, public information and guidance materials project, and longitudinal program evaluation.	Chancellor's Office, California Community Colleges with California Department of Education (CDE).	Implementation for 1991-1992 with $5.961 million.

3. Increase the Articulation of Coursework and Programs with the Secondary Schools and Four-Year Colleges *(Continued)*

Programs, Efforts, Activities	Description	Responsibility	Status
2 + 2 + 2 Career Education Projects	Articulated Career Education Projects from high schools to Community Colleges to four-year colleges.	Chancellor's Office, California Community Colleges with intersegmental advisory committee.	Twenty-seven projects funded during 1988-1991. Dissemination of evaluation and projects statewide during 1991-1992.
2 + 2 + 2 Projects in Academic Subject Areas	Secondary school, Community College, and four-year college projects designed to address intersegmental issues of course competencies, alignment of programs, and improved preparation of students.	Chancellor's Office, California Community Colleges in cooperation with UC and CSU.	Ninty-seven Community Colleges, nineteen CSU campuses, and one UC campus participating. Continue to expand; 1991-1993.
California Articulation Number System (CAN)	Cross reference course numbering system designed to simplify identification of transferable services.	Joint funding by California Community Colleges and CSU. Oversight by advisory committee.	Ongoing. Update in 1991-1992.
Handbook of Articulation Policies and Procedures	Statewide handbook which is a resource for the development of articulation agreements between California Community Colleges, CSU, and UC.	Segmental offices with ICC.	Ongoing.
Regional Network of Articulation Officers	Regional and statewide network for articulation officers.	Chancellor's Office, California Community Colleges with college articulation officers.	Full implementation of matriculation.

4. Strengthen Academic Advising

Programs, Efforts, Activities	Description	Responsibility	Status
Matriculation Program	Admission assessment, counseling academic planning and follow-up services.	Community Colleges with oversight by California Community Colleges, Chancellor's Office.	Full implementation of matriculation.
Transfer Agreement Programs	Agreements between Community College students and four-year colleges about requirements for transfer.	Community Colleges with four-year colleges.	Approximately fourteen CSU campuses and eight UC campuses participating.
Project ASSIST	Intersegmental microcomputer transfer guideline system and automated articulation system.	Joint funding by UC, CSU, and California Community Colleges. Oversight by advisory committee.	Twenty-two Community Colleges, twelve CSU campuses and eight UC campuses participating. Continue to expand, 1992-1993.

5. Centralize and Coordinate Transfer Services and Information

Programs, Efforts, Activities	Description	Responsibility	Status
Transfer Centers	Centralized transfer services and information including: resource library, admission application information, informational seminars appointments with four-year representatives.	College administration and faculty. Chancellor's Office, oversight of Minimum Standards.	Through Program Improvement monies establishment of centers statewide. Minimum Standards adopted July 1991.
Financial Aid	Coordinate activities of transfer centers and other transfer efforts with financial aid office.	Community College administration.	Ongoing.

6. Improve Information About Transfer Effectiveness

Programs, Efforts, Activities	Description	Responsibility	Status
Statewide Management Information System	MIS capability to identify potential transfers by certain characteristics (course taking patterns, GPA, number of units, etc).	Chancellor's Office, California Community Colleges and Community Colleges	Pilot 1990-1991. Full implementation 1991-1992.
Identify and Track Potential Transfer Students	Establish common definitions for transfer student and transfer pool for data collection and utilization across segments.	Intersegmental Coordinating Council (ICC).	Committee report with recommendations July 1991.
Transfer Rates and Measures of Effectiveness	Develop common definitions for transfer data collection and utilization across segments.	Intersegmental Coordinating Council (ICC).	Ongoing
Accountability Model	Development of statewide model for accountability including transfer.	Chancellor's Office, California Community Colleges and Community Colleges	Four pilot districts in 1991. Full implementation by 1994.
CPEC Transfer Advisory Committee	CPEC to provide the Governor and Legislature reports on the status of transfer policies and procedures, transfer data, and transfer effectiveness.	CPEC Intersegmental Committee.	Ongoing
Intersegmental Transfer Research Issues	Identify segmental and intersegmental research agendas.	Intersegmental Coordinating Council (ICC).	1991-1992.

7. Improve Underrepresented Student Transfer Through Targeted Programs and Practices

Programs, Efforts, Activities	Description	Responsibility	Status
Cooperative Outreach and Transfer Project	Cooperative project to identify, enroll, retain, and transfer from Community Colleges those students who participated in early outreach programs, but did not enroll at a four-year college after high school graduation.	Intersegmental project administered by the Chancellor's Office, California Community Colleges.	Implementation in fall 1991 with ten colleges participating.
Student Equity Council	Development of a systemwide policy for student equity including transfer.	Chancellor's Office, California Community Colleges	Reviewed by Board in September 1991.
MEP Program	Special support services to students majoring in mathematics, engineering, and computer sciences.	Community College administration and MESA/MEP office UC Berkeley	Seven Community Colleges involved. Expansion BCP for 1992-1993.
Puente Project	A counseling, mentoring, and writing program for Hispanic students.	Jointly funded by California Community Colleges and UC.	Twenty-three Community Colleges involved. Expansion BCP for 1992-1992.
Underrepresented Student Project Fund	Innovative projects designed to increase the preparation, retention, transfer, and employment of underrepresented students.	Chancellor's Office, California Community Colleges and Community Colleges.	Ongoing.
EOPS/EOP Transfer Project	Project designed to facilitate transfer of Community Colleges EOPS students to CSU's EOP program.		Implemented in 1986. Seven CSU and fifty California Community Colleges currently participating.

Community College Transfer Plan

A. Strengthening the Academic Preparation of Students for Transfer Level Coursework

Program	Responsibility	Status	Cost Estimate
Establish a comprehensive outreach program to middle schools and secondary schools.	California Community Colleges in cooperation with the MESA and Migrant Education Program. ICC Futures Committee.	Pilot projects in place. BCP for expansion in 1992-1993.	$1.756 million
Continue and expand curriculum based partnerships, schools, districts, and the Community Colleges.	CAPP Program, Eisenhower Program, and Curriculum Consultants Program.	Ongoing. Expand.	TBD for full implementation
Statewide implementation of the Community Colleges High School Performance Report.	Chancellor's Office, California Community Colleges.	Pilot project, fall 1991. Full implementation, fall 1992.	TBD for full implementation

B. Strengthening the Transfer Curriculum

Program	Responsibility	Status	Cost Estimate
Community College districts will offer the lower division and general education curriculum necessary for transfer.	Board of Governors.	Assess status in 1991-1992.	TBD
Expand Joint Curriculum Projects between California Community Colleges, CSU, and UC faculty.	California Community Colleges in cooperation with UC and CSU.	Ongoing. BCP to expand in 1992-1993.	$100,000
Develop 2+2+2 projects in academic subject areas.	California Community Colleges in cooperation with the secondary schools, UC, and CSU.	BCP for 1992-1993.	$1.163 million

APPENDIX D

C. Improving Academic Advisement and Coordination of Transfer Services

Program	Responsibility	Status	Cost Estimate
Develop an academic advising package for transfer to UC and CSU.	California Community Colleges in cooperation with UC and CSU.	Planning in 1991-1992.	
Establish counselor training institutes.	California Community Colleges in cooperation with UC and CSU.	Planning in 1991-1992.	
Monitor the implementation of the transfer centers statewide and promote regional transfer center activities.	California Community Colleges	1991-1992. BCP for regional activities and additional staff support for 1991-1993.	$333,000

D. Improving Articulation and Expanding Transfer Agreement Programs

Program	Responsibility	Status	Cost Estimate
Continued implementation of ASSIST, CAN, and IGETC.	California Community Colleges in cooperation with UC and CSU.	Ongoing. BCP for expansion in 1992-1993.	$375,000
Community Colleges to develop discipline based agreements with no fewer than three UC and five CSU campuses.	California Community Colleges in cooperation with UC and CSU.	Survey current status and develop a plan for implementation in 1991-1992.	TBD

E. Increasing Underrepresented Student Transfer

Program	Responsibility	Status	Cost Estimate
Puente Project.	California Community Colleges in cooperation with UC.	Ongoing. BCP to expand in 1992-1993.	$350,000
Cooperative Outreach and Transfer Project.	California Community Colleges in cooperation with UC, CSU, Migrant Education, MESA program, and Cal-SOAP.	Pilot projects in 1991-1992. Expand in 1992-1993.	
Institutes for Community Colleges that enroll a high number of underrepresented students but transfer few students.	California Community Colleges	Planning in 1991-1992. Seek foundation funding.	TBD
Statewide implementation of Transfer Center with specific target and goals for improving underrepresented student transfer.	California Community Colleges in cooperation with UC and CSU.	Ongoing	

F. Development of an Information and Accountability Model for Transfer

Program	Responsibility	Status	Cost Estimate
Establish a database for monitoring, planning, and evaluation.	California Community Colleges in cooperation with UC and CSU.	Pilot 1991-1992.	
Establish stystemwide definitions of "transfer readiness" and "transfer rate."	California Community Colleges in cooperation with UC and SU.	Ongoing.	
Identify segmental and intersegmental transfer research agendas.	California Community Colleges in cooperation with UC and CSU.	1991-1992.	TBD

G. Increase Opportunity for Transfer to Private Colleges and Universities

Program	Responsibility	Status	Cost Estimate
Develop a strategy with AICCU to promote transfer of Community College students to private colleges and universities	California Community Colleges in cooperation with AICCU	1991-1992	TBD

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INTERSEGMENTAL STATEMENT OF COMMON PRINCIPLES FOR STUDENT TRANSFER FROM CALIFORNIA COMMUNITY COLLEGES TO CALIFORNIA UNIVERSITIES

The California Master Plan for Higher Education establishes transfer from community colleges to baccalaureate institutions as a central element in providing broad educational opportunity. In maintaining and enhancing its commitment to a strong transfer function, higher education in California faces an important challenge. Members of the higher education community recognize that the scope of this challenge requires greater collaboration and more effective practices at all stages of the transfer function.

At the heart of the collaborative process, exemplified by the cooperative development of transfer plans, are a number of principles held in common. The principles form the framework within which the University of California, the California State University, the California Community Colleges, and members of the Association of Independent California Colleges and Universities (AICCU) can work together to help transfer students attain their academic goals.

The following common principles reflect State policy objectives:

- The segments of postsecondary education recognize transfer as pivotal in assuring broad access to higher education in California and are committed to maintaining a vigorous transfer function.

- The transfer function is a central and essential part of California's commitment to educational equity. To achieve success, the segments must transfer a diverse population of well prepared students who, in due course, earn baccalaureate degrees.

- To ensure access for eligible Community College transfer students, the University of California and the California State University will strive to maintain a 60:40 ratio of lower to upper division students among their undergraduate populations.

The transfer plans address the common principles in the following ways:

1. The plans seek to ensure that the elements of an effective transfer system are in place. These elements may include, but are not limited to:

    - Enrollment and resource planning;
    - Specific efforts to improve diversity;
    - Intersegmental faculty curricular efforts;
    - Course and program articulation;
    - Coordinated student counseling;
    - Financial aid;

- Transfer Center services;
- Intersegmental data collection and evaluation.

2. The plans seek to amend and strengthen the present transfer function in the following ways:

- Simplifying the transfer process;
- Providing more accurate and timely information to students on transfer;
- Defining the transfer pool and identifying individual transfer students;
- Monitoring progress of potential transfer students;
- Improving academic articulation especially in regards to transfer to a specific margin;
- Tracking students' progress after transfer to attainment of the baccalaureate degree.

A. Scope and Limitations of Transfer Plans

While the California Master Plan for Higher Education outlines the general structure by which the transfer process should function, it does not establish specialized mechanisms to attain this goal. The 1991 transfer plans are intended to serve this purpose and to address specific problems and issues that now impede the transfer process.

To develop their plans, each of California's various segments of higher education scheduled internal meetings of faculty and administrative officers to analyze current programs and structures and to develop new strategies to improve the transfer process. Simultaneously, representatives of the various segments met, shared planning materials, and conferred about common direction and cooperative activities in order that the policies and programs developed would be complementary. These discussions have been supplemented further by work the segments have carried out jointly in the Transfer and Articulation Cluster of the Intersegmental Coordinating Council and in intersegmental groups such as that organized to implement the Intersegmental General Education Transfer Curriculum.

In their current form, the plans outline the scope and nature of existing programs and activities, and propose new efforts to respond to current circumstances. In addition, the plans are intended to establish general directions for improvements to the transfer process, but are neither prescriptive in detail of new efforts nor exhaustive as descriptions of existing campus programs. Some new efforts the plans propose are exploratory and will require additional consideration and elaboration.

Full implementation of the plans will take place over a number of years. Some programs are already in place and need only small-scale changes to accommodate new needs; these changes are already being made. Other initiatives that can be undertaken without large expenditures will begin to take shape this fall.

However, it is important to note that a considerable measure of the activity proposed cannot be undertaken without new funding. At present, the public segments of higher education and some independent colleges and universities are curtailing operations and programs in order to accommodate large-scale budget reductions. Some activities directly related to transfer, as well as other programs on which transfer indirectly depends, have had to decrease budgets significantly. The result of these cuts is that some transfer activities may lose, rather than gain, ground during the coming year because of inadequate funding.

While all of the segments will explore ways of initiating new transfer related activities, it should be expected that many of the programs proposed here must await the allocation of new funds for implementation. Costs of the various activities proposed, their present status, and schedules for implementation are shown in each segment's plan.

B. Points of Commonality and Congruity Among Segmental Plans.

1. Intersegmental General Education Transfer Curriculum (IGETC)
   The Intersegmental Committee of the Academic Senates developed, and the three public postsecondary segments have approved and adopted, an Intersegmental General Education Transfer Curriculum. The completion of this curriculum by community college students who transfer to the University of California or the California State University guarantees satisfaction of all lower division general education requirements for either segment. The University of California and the California State University will accept community college certification of IGETC for transfer students beginning Fall 1991. During 1990-1991, an ad hoc intersegmental implementation committee comprised of faculty and administrators developed guidelines and regulations for implementation and the procedures by which completion of IGETC can be certified.

Proposed Future Direction: Cooperation between the segments has been effective and, while some issues still need to be resolved, the current structure appears to be a good one for meeting future needs.

2. Underrepresented Student Transfer

   Some groups of students continue to be underrepresented in California postsecondary education in the transfer process. These include, but are not limited to, African Americans, Chicanos/Latinos, American Indians, low-income students, students with disabilities and women in certain majors -- particularly mathematics and the sciences.

   The segments recognize that a healthy transfer function is central to their commitment to student equity. Over the past several years each segment has developed a variety of programs and approaches designed to overcome student underrepresentation. Some projects such as Transfer Centers, joint

EOP/EOPS Projects, and PUENTE are intersegmental. In addition, the segments have recently undertaken a cooperative outreach and transfer project for underrepresented high school students who choose to complete their lower division work in a community college. The project will provide follow-up, retention, and transfer services for these students.

Proposed Future Direction
The segments will continue to work cooperatively to focus and refine underrepresented student transfer efforts and to develop and implement targeted intersegmental outreach, retention, and transfer activities.

3. Transfer Agreements.

The concept of transfer agreements is a key element of pending Master Plan legislation (SB 121) which stipulates that the segments implement transfer agreement programs. The goal of these programs is to help students set realistic transfer goals and plan systematic completion of their programs, without loss of academic credit upon transfer. In doing so, the programs also aim to improve access to University of California and California State University campuses and majors.

Currently, most public and various independent campuses in the state -- both two-year and four-year -- participate in transfer agreement programs. These agreements have proven useful as advising tools, in that students plan systematically with advisors all of the course work needed for transfer in a particular major at a particular institution.

All segments have expressed concern that transfer agreements must support, rather than restrict, efforts to increase transfer rates among underrepresented populations. Thus, efforts to encourage these students to utilize agreements, or to otherwise accommodate them, are under discussion.

Proposed Future Direction

The segments support the concept of transfer agreements as outreach and academic advising tools and, where appropriate, as admissions agreements. The segments will develop and promote the transfer agreement concept so that it accommodates changing demand for admission on individual campuses and the needs of students.

4. Transfer Centers

Increasingly, Transfer Centers are viewed as a focal point of intersegmental efforts in transfer counseling and information dissemination, underrepresented student transfer efforts, recruiting of potential transfer tudents to four-year institutions, and joint projects to enhance transfer.

Proposed Future Direction

The segments support the concept of Transfer Centers as a central point for coordination of transfer information and activities on community college campuses. Four-year segments will continue to seek the resources to participate more fully in the transfer centers.

5. Coordination of Counseling Efforts

The segments are committed to improving the coordination of counseling efforts within and between systems, including the provision of more accurate and timely transfer information to students. Within the community colleges and two-year independent colleges, matriculation efforts have been successful in enhancing cooperative efforts across departments, and these efforts will continue. The establishment of Transfer Centers on community college campuses has contributed to the coordination of efforts on campus as well as between community colleges and local four-year institutions. The four-year segments also have provided community college counselor training for advising potential transfers.

Proposed Future Direction: The segments propose enhancing the coordination of counseling efforts through the establishment of counselor training institutes designed to provide community college counselors with the information necessary to appropriately advise transfer students. In addition, the segments propose developing an "academic advising package" to systemize academic planning for transfers.

6. Articulation Mechanisms - ASSIST & CAN

Two notable programs have been developed to increase access to articulation information: CAN and ASSIST.

The California Articulation Number (CAN) system was developed as a statewide intersegmental project in 1985. CAN identifies, via codes that are included in the catalog course numbering systems of participating institutions, courses that can be used in lieu of others for the purpose of transfer and course credit.

The Articulation System Stimulating Interinstitutional Transfer (ASSIST) was funded as an intersegmental pilot project in conjunction with Transfer Centers in 1985. ASSIST is a computerized articulation and transfer planning system comprised of transfer data in the form of student progress checks, articulation agreements, and campus descriptive information.

Proposed Future Direction

Plans are in place for continued development of these two programs with the goal of statewide access to institutions. Evaluations of the projects to help in strategic planning are expected during the coming year.

7. Joint Faculty Projects

In an attempt to focus new attention on strengthening transfer and ensuring that students have access to comparable learning experiences in all segments of public postsecondary education, the segments initiated a series of Joint Faculty Projects, beginning in 1987. These projects have included the sequencing of course content and coordination of curriculum in English, mathematics, and English as a Second Language.

Proposed Future Direction

The segments continue to support the development and expansion of Joint Faculty Projects into new areas, as well as the establishment of regular joint faculty meetings to facilitate implementation of the IGETC. In addition, the segments propose theme-based summer institutes to promote dialogue between two and four year faculty.

8. 60:40 Undergraduate Upper to Lower Division Ratio

The 1960 Master Plan for Higher Education and the two recent reviews of the Master Plan reinforced the policy of the two four-year segments of California public postsecondary education maintaining a ratio of 60:40 upper to lower division undergraduate enrollment. This policy balances the needs of students seeking a four-year program and entering at the freshman level with those preparing in a community college and transferring at the upper division level. The current California State University ratio is 63:37 and that of the University of California is 60:40.

Proposed Future Direction: The University of California and the California State University will continue adherence to the 60:40 goal.

9. Accountability and Evaluation

Improving the collection and dissemination of transfer data within and across segments is an essential step in strengthening the transfer function. Under the aegis of the Intersegmental Coordinating Council, the segments have prepared recommendations for adoption of common definitions relating to transfer data elements, and a formula for determining a transfer pool and a transfer rate.

Proposed Direction: The segments, in cooperation with the California Postsecondary Education Commission (CPEC) Advisory Committee on Transfer Accountability and Evaluation, will begin implementation of the initiatives proposed in their respective transfer plans. The CPEC committee will report on program evaluation design and implementation in Winter 1991. The segments will continue their work to produce comparable data across segments, to reach joint agreement on the sharing of data, and to establish common data for monitoring, planning and evaluation of the transfer function.

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